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ABSTRACT

This manual for Idaho school districts covers the identification, assessment, and educational needs of students who show intellectual promise, specific academic performance, leadership, creativity, or talent in the visual or performing arts. It is organized into seven chapters and seven appendices which take up approximately half the publication. The seven chapters are: (1) Best Practices; (2) Talent Areas; (3) Identification; (4) Instrumentation; (5) Programming; (6) Teacher Qualifications; and (7) Evaluation. The manual addresses the needs of underserved students who are gifted, including rural residents, underachievers, the economically disadvantaged, disabled, or culturally diverse. The state definition of gifted/talented, teacher competencies, and principles for curriculum differentiation are presented. Methods to evaluate the range of student abilities and talents are addressed. Charts of formal and informal student evaluation instruments detail the school level addressed, type of ability/talent, content areas, and mode of test administration. Testing approaches are identified for students with severe physical impairments, visual impairments, hearing impairments, learning disabilities, underachievement, and extreme giftedness. Program options for serving gifted students are noted, along with teacher training and program evaluation guidelines. The appendices include: teacher and parent rating scales, checklists, other identification instruments, interview questions, evaluation criteria for student portfolios, and forms for numerous administrative uses. Also included are a glossary and information on resource materials and organizations. (Contains 126 references.) (SW)

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BEST PRACTICES MANUAL FOR IDAHO GIFTED/TALENTED PROGRAMS

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Idaho State Department of Education

SPECIAL EDUCATION SECTION

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Foreword

Gifted potential is not a single-dimensional intellectual phenomenon, but a complex ability that emerges from the interaction of innate potential, learning, and experience. Although Idaho law recognized children with gifted and talented potential for many years, as of July 1, 1993, all school districts were required by legislative mandate to meet those children's special instructional needs.

The *Best Practices Manual for Idaho Gifted and Talented Programs* was written to help school districts comply with this statutory mandate. The previous gifted and talented manual, published in 1990, was suitable for the programs at that time. This revised version was written to meet the needs of all school districts in Idaho. The earlier manual focused on two areas: intellectual talent and specific academic ability. Now children are evaluated in five areas--intellectual promise, specific academic performance, leadership, creativity, and talent in the visual or performing arts--and require services or activities not usually provided by the school districts if they are to develop these capabilities fully.

Rather than stating a list of requirements, this manual is meant to advise. Its suggestions are practical, whether on how to identify gifted and talented students and enable them to receive appropriate services, or on how teachers can be part of a statewide networking effort. In addition, specific sections address the needs of traditionally underserved gifted students, including those in rural areas, those who are underachievers, or those who are economically disadvantaged, disabled, or culturally diverse.

The Administration of the State Department of Education, as well as Jewel Hoopes, the SDE's consultant for gifted and talented education, hope that this manual will be of use to teachers, school administrators, to parents, and to all who believe that Idaho's most gifted and talented students are worth a heavy investment of time, services, and support.

Anne C. Fox

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The manual draws heavily on the excellent research that helped formulate the *Indiana Guide for the Identification of Gifted Talented Students*. Thanks go to Pat Stafford, program manager for the Indiana Project, who gave permission to use several portions of the Indiana guide.

Additional thanks go to task force members and their respective districts. Task force members donated hours of personal and professional leave time, and traveled in most cases, at their own expense to meetings in Boise to work on the draft. Those facilitators and consultants involved in the early drafts include the following:

Vicki Allmann
Fred Balcom
Sherrie Bosserman
Genelle Christensen
Katie Cutler
Jo Henderson
Rita Hoffman
Robert Knoespel
Connie Pepper
Dagmar Salmon
Ann Ward
Doug Yarbrough

The design and formatting skills of Margie Strong also are highly appreciated. This manual is truly a team effort of many fine professionals who are also strong advocates for gifted children in the State of Idaho.

M. Jewel Hoopes, Editor
State Department of Education consultant for gifted and talented education

INTRODUCTION

In 1993, the Idaho State Mandate for Gifted Education in all public schools went into effect. Questions have been asked concerning "Who are the gifted?", and "How can we provide the best services for this group of students with limited resources." While the responsibility of program development for gifted/talented students rests with the local district, the State Department of Education and State Board of Education actively support their effort.

Best Practices Manual for Idaho Gifted/Talented Programs has been compiled by a statewide team of educators with a wide range of experience with gifted children. It offers suggestions on selection of students and how to develop appropriate services which reflect the research of "best practices" in the field of gifted education.

Previous efforts in gifted education throughout the state focused almost exclusively on intellectual or academic achievement. The mandate broadens the definition of "giftedness" and necessarily seeks to provide the services to a wider range of students. The importance of challenging our top students is underscored by the 1993 report from the Office of Educational Research and Improvement, *National Excellence: A Case for Developing America's Talent*.

> "Reforming American schools depends on challenging students to work harder and master more complex material. Few would argue against this for students performing at low or average levels. But we must also challenge our top-performing students to greater heights if our nation is to achieve a world class educational system. In order to make economic strides, America must rely upon many of its top-performing students to provide leadership—in mathematics, science, writing, politics, dance, art, business, history, health, and other human pursuits
>
> Most American students are encouraged to finish high school and earn good grades. But students are not asked to work hard or master a body of challenging knowledge or skills. The message society often sends to students is to aim for academic adequacy, not academic excellence."

Program designers are encouraged to seek out superior talent within their own districts using not only tradition identifiers, but to use a variety of measures to identify students from underserved population groups, such minorities, physically disabled, culturally disadvantaged, and underachievers. The strength of the State of Idaho lies in the diversity of gifts and talents of its population. Our mission, as educators, is to find and enhance those gifts and talents.

CHAPTER 1

BEST PRACTICES FOR IDAHO GIFTED/TALENTED PROGRAMS

MISSION STATEMENT

All students identified as gifted and talented in the State of Idaho have the right to an appropriate education that provides educational interventions which sustain challenge and ensure continued growth within the public school system.

Not every child has an equal talent or an equal ability or equal motivation, but children have the equal right to develop their talent, their ability, and their motivation.

John F. Kennedy

GIFTED AND TALENTED MANDATE

"Each public school district is responsible for and shall provide for the special instructional needs of gifted/talented children enrolled therein. Public school districts in the state shall provide instruction and training for children between the ages of five (5) years and eighteen (18) years who are gifted/talented as defined in this chapter and by the State Board of Education. The State Board of Education shall, through its department of education, determine eligibility criteria and assist school districts in developing a variety of flexible approaches for instruction and training that may include administrative accommodations, curriculum modifications and special programs" (Idaho Code 33-2003).

DEFINITION OF GIFTED/TALENTED

Gifted/talented children mean those who are identified as possessing demonstrated or potential abilities that give evidence of high performing abilities in five areas, and who require services or activities **not ordinarily provided by the school** in order to fully develop such capabilities (Idaho Code 33-2001, Chapter 20).

TALENT AREAS

- **Intellectual**
- **Specific Academic**
- **Leadership**
- **Creativity**
- **Visual/Performing Arts**

MANDATE COMPLIANCE

In order to be fully in compliance with Idaho Code 33-2003, districts need to have identified students in the five talent areas and provide services for all identified gifted/talented students between the ages of 5 and 18.

The districts are further required to submit the following items with their special education report in December of each year:

A. **December 1 enrollment count of all gifted/talented students being served by the district.**

B. **Comprehensive gifted/talented program plan (forms will be provided).**

GUIDING PRINCIPLES AND THEIR RATIONALS

Principle 1

The focus of identification is not to label a student, but to recognize and respond to the educational needs of the gifted student by using a differentiated curriculum.

Our obligation as educators, is to respond to these students by offering challenging curriculum and allowing them the opportunity to work in areas of strengths.

Principle 2

Giftedness is a relative rather than an absolute concept.

The curriculum used to meet the needs of gifted/talented children provides educational experiences not ordinarily offered in the regular school curriculum. Because various factors, including the regular curriculum, differs around the state, the gifted/talented curriculum and program options differ among school districts. This allows individual districts to recognize and respond to the needs of gifted children relative to local rather than statewide conditions.

Principle 3

The nature of the children served in programs for the gifted will and should vary from school district to school district.

Since the need for G/T services should be determined by the school's core curriculum, and since curricula differ from one school district to another, different kinds of children will be identified for special programs in different districts. A child who correctly receives G/T services in one school district conceivably may not require the same services in another.

Principle 4

Identification instruments and procedures must be matched with the type of service delivery models which will be designed to meet the needs of gifted and talented students within the district.

Many programs continue to utilize IQ and achievement scores as the main criteria for final program selection for participation in a G/T program. These formal instruments, however, generally measure only one aspect in the academic and intellectual talent areas. The Idaho definition of gifted/talented involves a broader spectrum than just academic and in-

tellectual talent. Appropriate assessments must be used to identify students with talent areas in leadership, creativity, and visual/performing arts as well. In the latter cases, IQ or achievement scores may have little bearing in the identification process.

Principle 5

The identification of gifted/talented students requires the utilization of formal and informal measures obtained from many sources in a wide variety of settings.

Caution should be used when defining giftedness based on intelligence test scores which do not take into account the manner in which a student will demonstrate other behaviors such as creativity, motivation, leadership skills and the like (Treffinger & Renzulli, 1986). In addition, they assess children's performance at a single point in time rather than across a span of time. For example, students with poor formal test scores who exhibit their abilities through creative writing, inventions, musical, artistic or leadership abilities would be denied admission to a gifted program unless evaluations of creative products, inventions and performances are valued as highly as IQ and achievement test scores. It is, therefore, essential to use multiple criteria; to obtain input about students, not only from educators, but also from parents, employers, youth workers or others who have had the opportunity to observe outstanding out-of-school behaviors.

Principle 6

The identification process should include procedures for identifying all of those who demonstrate, and all of those who have the potential to demonstrate, exceptional performance in one or more talent areas.

To serve those with the potential for demonstrating gifted behavior, identification procedures must be equitable toward those who differ from the majority population in race, ethnicity, social class, geography, gender, physical abilities, appearance or social-emotional behaviors. Every effort should be made to reach traditionally underserved populations.

Principle 7

Gifted/talented students should be identified as early as possible in their educational careers.

These students are frequently bored and frustrated by the regular curriculum. Many gifted/talented students respond to this situation by dropping out of school, underachieving, becoming disruptive in the classroom, developing behavioral problems or generally failing to reach their full potential. The longer gifted/talented students receive education that does not meet their needs, the more likely they are to develop such problems, and the more difficult the problems are to correct or counteract.

Principle 8

Participation in a G/T program should be viewed as a process of intervention rather than a reward for doing well at school-like tasks.

Intervention is critical as early as possible in a child's education, because if intervention does not occur, the gifts and talents of many students may be lost forever. Exposing the myth that gifted kids will make it on their own, researchers Webb and Meckstroth (1982) and Davis and Rimm (1985) have conducted studies on dropouts. They concluded that 15 percent to 30 percent of the dropout population fall within the gifted range. In the 1992-93 school year, 5358 students dropped out of grades 9 through 12 in the State of Idaho (Annual Statistical Report, Idaho SDE, 1994). Conceivably, as many as 1600 gifted/talented students may have been lost in one year in our state alone.

Student Files, Documentation, and Record Keeping

Every student who is identified as gifted and talented within the school district will have a file documentating the child's need for services. The file, at a minimum, needs to include the following:

1. Student Profile Data Analysis
2. Summary of Raw Data (optional)
3. Referral
4. Assessment Documentation such as test reports, checklists, portfolio rating scale, nominations, antidotal information, etc. Permission to test, if applicable.
5. Program goals
6. Yearly evaluation of the student's progress toward goals.

The file should be kept by the district G/T coordinator or be placed in the child's school with the cumulative records. In either case, **it is imperative that the file be available to counselors in middle schools, junior high schools, and high schools in order to provide the child with a continuum of services.** Counselors are a vital component of the G/T service model of a district. It falls to them to be an advocate for high ability students and provide guidance by steering them toward challenging courses.

CHAPTER 2

THE NATURE OF "GIFTEDNESS"

DEFINITION OF TALENT AREAS

A gifted and talented child means a child who requires services and educational experiences not ordinarily offered in the regular school curriculum to develop demonstrated or potential aptitude in one or more of the five different talent areas:

INTELLECTUAL, as evidenced by a superior aptitude for:

(a) understanding facts, concepts, generalizations and their relationships;
(b) reasoning; and
(c) developing and evaluating ideas.

ACADEMIC, as evidenced by the same characteristics as the intellectually gifted as they relate to a specific discipline.

CREATIVITY, as evidenced by superior abilities in:

(a) ideational fluency, flexibility, originality, elaboration;
(b) divergent thinking skills; and
(c) problem solving strategies. Such students may be high creative risk takers who are innovative and dare to differ, stand out, and break with tradition. The creatively talented student may, or may not, be considered intellectually gifted. The relationship between intelligence and creativity has a general positive correlation. Brighter children and adults tend to do more creative work and score higher on creativity tests up to a threshold IQ of 120. After that the relationship shows little correlation.

LEADERSHIP, as evidenced by a variety of outstanding characteristics including:

(a) rapid insight into cause-effect relationships;
(b) responsible;
(c) tends to dominate or direct activities;

(d) high participation in social activities; and
(e) exhibits a high level of charisma, in that peers tend to like the individual and will follow him/her.

VISUAL AND PERFORMING ARTS, as evidenced by a superior aptitude for demonstrating, through exhibition or performance, aesthetic, critical, historical, and production aspects of dance, music, theater or the visual arts.

CAUTION!

It is unreasonable to expect gifted students to be good at everything, to always know the answer, or to always hand in work on time. Charles Dickens would not be expected to be a gifted mathematician or singer, or Albert Einstein to write great poetry or have perfect handwriting. Nor would the most gifted star of the NBA be expected to hit every shot accurately, be perfectly behaved, or win every game. Gifted/talented students should also not be subjected to unrealistic expectations.

CURRICULUM DIFFERENTIATION

Differentiation

"Differentiation" is one name for the process of modifying learning experiences so that they "match" the needs and nature of the learners. As applied to the education of gifted students, differentiation is a method for re-aligning curricula in order to assist the gifted learners to convert their potential into performance.

There are several dimensions of curriculum that can be modified. These include: (1) the content, or subject matter; (2) the processes, or thinking skills; (3) the products or outcomes of learning; and (4) the independent study skills.

The Gifted Learner

In order to modify the regular curricuum, it is necessary to understand the characteristics and the needs of gifted learners. To the degree that the characteristics of gifted learners distinguish them from their age peers, to that same degree the regular curriculum must be adapted. The following is a list of general characteristics of gifted students.

As compared to their age peers, gifted students tend to:

- learn more rapidly
- have a stronger need to know
- be more adept at using abstract thinking skills
- demonstrate more sophisticated communication skills
- have a longer attention span
- perceive more unusual and remote association
- see and create patterns of meaning
- have intense and/or broad interests
- be more intellectually playful
- be better at discerning discrepancies
- have greater retention of information
- be more imaginative

Listing characteristics of gifted learners can be misleading as the characteristics are interactive and dynamic, not singular and static. Hence, curriculum for gifted learners must be interactive and dynamic. Based on the general characteristics of gifted students, generalizations regarding the needs of the learner may be listed. These generalizations may then be used to formulate "principles" of differentiation that may be used to plan, direct, and assess the modification of curricula.

Guidelines for Differentiation

Content

1. Content differentiation should include the modification of the rate of learning, including the point at which students are allowed to begin their study, the rate at which they

are allowed to learn, and the point at which they are allowed to leave an area of study.

2. Content differentiation should include opportunities for student-selected areas of study within and across the disciplines.

3. Content differentiation should include: (a) the modificiation of the complexity in the area of study so that it includes issues, problems, and themes; and (b) a multidisciplinary approach to learning.

Process

1. Process differentiation should include the learning and usage of abstract thinking skills, including creative thinking, critical thinking, and problem solving.

2. Process differentiation should include the application of abstract thinking skills to complex content, resulting in the production of sophisticated products.

3. Process differentiation should include the integration of basic skills and abstract thinking skills.

Product

1. Product differentiation should include the learning and usage of multiple and sophisticated forms of communication.

2. Product differentiation should include the opportunity to present information to diverse and appropriate audiences.

3. Product differentiation should include the opportunity for students to participate in the assessment of learning activities and the resulting product form.

Independent Study Skills

1. Independent study skills differentiation should include both the learning and the usage of self-directed, independent study skills.

2. Independent study skills differentiation should include the in-depth application of independent study skills to areas of concern and interest to students.

3. Independent study skills differentiation should include the learning of specialized skills that are the "tools of the trade" in specific areas of human endeavor.

Principles of Differentiation

The National/State Leadership Training Institute on the Gifted and Talented Curriculum Committee presented the following list of "principles of differentiation" to assist educators in modifying and developing curricula for gifted learners. This list is presented to assist districts in providing programs for gifted learners.

1. Present content that is related to broad-based issues, themes, or problems.
2. Integrate multiple disciplines into the area of study.
3. Present comprehensive, related, and mutually reinforcing experiences within an area of study.
4. Allow for the in-depth learning of a self-selected topic within the area of study.
5. Develop independent or self-directed study skills.
6. Develop productive, complex, abstract, and/or higher level thinking skills.
7. Focus on open-ended task.
8. Develop research skills and methods.
9. Integrate basic skills and higher level thinking skills into the curriculum.
10. Encourage the development of products that challenge existing ideas and produce "new" ideas.
11. Encourage the development of products that use new techniques, materials, and forms.
12. Encourage the development of self-understanding, i.e., recognizing and using one's abilities, becoming self-directed, appreciating likenesses and differences between oneself and others
13. Evaluating student outcomes by using appropriate and specific criteria through self-appraisal, criterion referenced and/or standardized instruments.

National/State Leadership Training Institute on the Gifted and the Talented Curriculum Committee (1979): James J. Gallagher, Sandra N. Kaplan, A. Harry Passow, Joseph S. Renzulli, Irving S. Sato, Dorothy A. Sisk, and Janice Wickless.

Credit for the entire section on Curriculum Differentiation is given to Curry and Samara (1992).

UNIQUE CHARACTERISTICS OF GIFTED AND TALENTED STUDENTS

How do the cognitive and affective needs differ between gifted and talented students and age peers?

There are differences between gifted learners and their age peers. According to the adopted definition, there is no single profile of gifted and talented students. The definition of giftedness implies that many cognitive and affective differences are present in gifted and talented students. A chart which describes these differences and the related educational needs for each domain of giftedness is provided on the following pages. The differences between gifted and talented students and their age peers are ones of degree. Such differences require differentiation of the educational program to challenge and develop students' potential.

How do the cognitive and affective needs differ among gifted and talented students?

The gifted and talented population includes those who are capable of high performance and those with demonstrated achievement or potential ability in any of the following areas, singly or in combination: general intellectual ability, specific academic aptitude, creative or productive thinking, leadership ability, visual and performing arts. These abilities differ in degree among gifted individuals and are more pronounced in certain individuals. Such intense differences indicate that these learners require an individualized plan of service.

To clarify this difference, the term exceptional potential or achievement is used to describe those students who demonstrate extraordinary potential or performance in a domain.

Differences and Related Educational Needs of Gifted Learners

The chart which begins on the next page describes the differences between gifted and talented students and their age peers in each domain of giftedness and their related educational needs. This chart may be used as a guide to develop services for gifted and talented learners which match their talent area. This chart was compiled by Karen Rogers, Director of the Gifted Studies Program, College of St. Thomas, St. Paul, Minnesota. (Minnesota Dept. of Education, 1990).

TABLE 1

Characteristics	Related Emotional Needs
Intellectual Ability	
More "front end analysis" time in problem-solving situations	Opportunity to practice analysis, evaluation skills; flexible project deadlines
Earlier progression from "concrete operations" to "formal operations" stage of problem solving	Earlier exposure to abstract concepts, logical and critical reasoning skills
More accurate problem-finding skills, recognition of limits of problems	Exposure to a variety of problem situations across domains; practice in problem solving algorithms, heuristics, opportunity for corrective, realistic feedback; early "mastery" of content in individual area of interest and skill
More rapid and successful in analogical tasks, solutions	Opportunity to integrate across disciplines; practice with making conceptual connections, forced relationships
More efficient and rapid in solving tasks involving memory and concentration	Accelerated pace of content presentation; emphasis on application, synthesis, less effort on review, drill, and practice
Tendency toward intellectualism, i.e., preference to think in generalities, abstraction	Exposure to group discussion on conceptual, abstract issues, ideas; early mastery of basic facts; emphasis on major ideas, concepts
Specific Academic Aptitude	
Early, intense, prolonged interest and skill in a specific academic area	Early exposure, opportunity for content "mastery" in talent areas; mentoring to accelerate progress in area
High motivation, zeal in talent area	Practice in making connections between talent area and other disciplines; opportunity to share knowledge with others of like interests and talents
Tendency to be highly self-critical and evaluative	Exposure to realistic goal-setting exercises; opportunity to pursue interests independently, at own pace

TABLE 1 (continued)

Characteristics	Related Educational Needs
Creative Productive Thinking	
Preference for imposing own structure on situation, learning	Practice with analysis and evaluation skills; exposure to creative problem solving process; opportunity to pursue independent study
High tolerance for ambiguity, willingness to take mental and emotional risks	Flexible learning structure and deadlines open, accepting learning environment; opportunity to receive corrective feedback and recognition
More positive self-concept, higher degree of confidence, inner locus of control	Opportunity for independent project; individualized assignments; exposure to time management, organizational skills
Higher degree of "non-entrenchment," i.e., capacity to think, produce beyond conventional limits	Opportunity for open-ended assignments; learning contracts for individualized pursuits; practice in developing nonentrenched thinking with programs such as Odyssey of the Mind, etc.
Visual/Performing Arts	
Higher degree of motivation, zeal in talent area, leading to lack of attention to academic priorities	Practice in making connections between talent and academic disciplines; opportunity to display talent among chronological, true peers
Quicker, more accurate in tasks of cognitive, verbal, visual matching	Accelerated pace for content presentation; compaction of academic curriculum
Tendency to be self-critical and evaluative	Exposure to realistic goal setting exercises; opportunity to pursue interests independently, at own pace
More intense ability to concentrate, spend long hours in developing their talent area	Flexible project deadlines; less structured assignments, accelerated pace for content presentation
Less willingness to cooperate or compromise	Practice with group, cooperative learning projects

TABLE 1 (continued)

Characteristics	Related Educational Needs
Leadership	
High degree of task analytic, projective skill	Exposure to increasingly complex tasks, task analysis and project planning techniques (developing an action plan, using a flow chart, etc.)
Higher degree of conceptual, visual, affective perspective-taking; higher levels of interpersonal sensitivity	Early exposure to intellectual, moral, ethical dilemmas, conflict resolution strategies; practice in intuitive expression, role playing through simulations
Earlier acquisition of social cognition, social competence	Opportunity to interface with older students in cross-graded learning environment; exposure to cooperative learning experiences involving social and societal problems; practice with leadership skills
More positive emotional health, higher degree of stability, fewer nervous symptoms, higher sense of personal worth	Exposure to accepting, supportive, cooperative learning environment; opportunity to develop peer counseling, teaching skills; opportunity to work regularly with groups of like ability, interest
Pronounced tendency to take on more than they can accomplish	Practice in time management organizational skills, realistic goal setting; opportunity to develop realistic individual pursuits through exposure to self-direction skills (e.g., Treffinger model); practice in decision-making
Higher degree of conceptual scanning than focusing; likelihood of disregarding details in lieu of the "big picture"	Exposure to analysis and evaluation skills; opportunity to practice critical thinking skills
Pronounced need to achieve	Opportunity for corrective feedback, reinforcement and recognition; exposure to manageable, individualized projects; provision of benchmarks by which to judge individual progress

Notes/Comments:

CHAPTER 3
SELECTION PROCEDURES FOR STUDENT SERVICES

G/T SELECTION COMMITTEE

The G/T Selection Committee, composed of school CATT* Team members and district or school specialists (e.g., G/T facilitator, psychologist, etc.) will conduct all activities that determine which students need educational intervention provided by a combination of G/T programs and services.

*Cooperative Approach for Tapping Talent (CATT) school-based team is composed of several faculty members and the principal.

SELECTION PROCEDURES

The selection procedure can be viewed as a two-step process. The first step (Part A) consists of screening a large pool of individuals through a series of assessments: group tests, individual tests, nominations, and referrals. The screening process should ideally include about 25 percent of the student population.

The second step (Part B) is to narrow the field down using additional testing, checklists, product/portfolios which reflect the student's best effort or focus on special factors or conditions. At this time special consideration should be given those students with culturally different backgrounds, physical or learning disabilities, language difficulties, or serious underachievement factors, which might affect a child's achievement.

The Committee performs three functions during the screening process:

- determination of what measurements and scores will be considered and who will administer them;
- review of the scores obtained from the screening effort for each child; and
- referral of students to appropriate school personnel for additional testing in those cases where screening revealed possible needs for gifted services.

During the screening process, the G/T Selection and Placement Committee is charged with the following responsibilities:

- to summarize data obtained from the assessments that were administered;
- to analyze the data and information to make recommendations concerning the student's level of need for services;
- to ensure that the parent(s) of the student are informed of the results of the assessment;

- to recommend placement of the student and make suggestions for a specific program, possible curriculum needs, and any resources or services required; and
- to obtain parent permission for program participation.

The members of the Committee could perform their duties independently, and meet as a group for final decision-making. A group meeting would be necessary if individual recommendations did not agree with the findings of the other members, or if there are differences of opinion about the results of the assessments.

A. Screening Process

The purpose of screening students for program participation is to ensure that appropriate services are provided for all students and to eliminate many subjective factors that result in student referrals to the gifted education program. Screening should occur routinely (once per year is generally adequate) and be conducted by the building G/T Selection Committee. Districts should target one grade level for screening. Early screening is important to provide educational programs that will be commensurate with the capabilities of this population. Referrals may be initiated by classroom teachers, administrators, parents, students, and oneself according to the procedures established by each district. Screening materials should be designated to indicate possible high levels of achievement. Group screening assessments do not require parental permission.

Screening students for further assessment which may lead to inclusion in the gifted program would include the following considerations:

1. Results of group tests on achievement, ability or aptitude (refer to Appendices A and B for suggested instruments). Group ability and achievement tests often are used for screening purposes. The following criteria are shown as an *example only*:

    - Group achievement test (at the elementary level) with a composite rank at the 85th percentile or higher on national norms.
    - Group intelligence tests with a composite rank at the 90th percentile on national norms.
    - Teacher, parent, peer or self-nominations.
    - Cumulative records.

    Note: Many group achievement or ability tests have been shown to be unreliable indicators of a student's overall ability or potential, but they may also be very helpful in discovering underachievers.

2. Observations by school personnel, parents, or others;

3. Documentation of student interests or skills in specialized areas;

4. Past performances in various areas;

5. Outstanding student products or projects; and

6. Subjective information from persons who have acknowledged expertise in a particular field of endeavor.

The data obtained from the screening process should be compiled so that members of the G/T Selection Committee are able to review this information and recommend further assessments for those students who have met the screening requirements established by the district.

Subjective, as well as objective information should be included in the screening process. All screening materials should reflect the district's philosophy and the selected program model, i.e., if the focus of services is to be on creative thinking, then some screening materials should revolve around measures of creativity; while programs that will be accelerated in one academic area should utilize measures/procedures that review academic progress in the target area(s).

Student grades in content areas often indicate above-average achievement or ability in certain subjects. However, it is not unusual for students with high academic potential or creative ability to not display their gifts or talents in the regular classroom environment. These underachieving students can be easily overlooked, especially those from culturally different or minority groups; those who may be physically handicapped; the economically disadvantaged; or those who exhibit behavioral or emotional problems. Screening procedures should include considerations for these diverse populations. The following suggestions may assist in this effort:

1. A request for systematic participation of those professionals and other persons (classroom teachers, counselor, music/drama/art teachers, 4-H club leader, parents, etc.) who are best acquainted with the individual through direct observation of school and non-school performance.

2. Consideration of the opinions of those persons qualified to judge the quality of a performance or a product, as in the case of visual/performing arts (poets, artists, musicians, writers, etc.).

3. Involvement of persons who understand the culture and context of the individuals being assessed (minority or cultural group leaders). Behavior and performances in various areas of giftedness may be obvious under certain conditions, but at other times, these exceptional traits are not apparent. Consideration should be given to the cultural/experiential background of the student, the socioeconomic conditions, and other areas yielding data unlikely to be obtained by standardized measures.

When the information compiled in the screening process indicates that further assessments will be required, members of the G/T Selection Committee will proceed with the identification process. Students whose needs can best be met in the traditional program (regular

classroom) will receive opportunities for curriculum compacting and cluster grouping.

B. Identification Process

Students who exhibit a need for further testing will be referred to the appropriate school personnel (school psychologist, facilitator, etc.). Identification and selection of students who are to receive gifted/talented services must be determined through the use of multiple criteria. No single test, test score, other measurement or nomination can be the determining factor. Abilities may be found singly or in any combination in the areas included in the definition.

A design to identify students for the gifted program must include a composite of information that reflects a profile of the student's range of abilities and talents.

1. The purpose of the comprehensive evaluation is as follows:
    - to seek evidence of extraordinary ability in relationship to their age-level peers;
    - to identify the range of abilities and needs;
    - to measure potential for learning as well as current achievement;
    - to determine the implications for educational plans.
2. The components of the comprehensive evaluation may include the following:
    - analysis of group and individual tests: (achievement, ability, reasoning, creativity, and criterion referenced)
    - school, class, and individual records;
    - observations by teachers and/or other school personnel;
    - nominations by teachers, parents, peers, and/or self;
    - checklists of behaviors, questionnaires, and interviews with teachers, parents, or others;
    - collections or portfolios of student products; and
    - other measures as deemed appropriate for particular students.
3. Assessments conducted on an <u>individual basis</u> (intellectual, academic, creative) should have parental permission before tests can be administered.
4. The comprehensive evaluation should be completed within 30 calendar days following the return of the parent permission form.
5. Evaluation/assessment procedures and instruments must:
    - be provided and administered in the student's native language or

other necessary mode of communication;

- have been validated for the specific purpose for which they are being used;
- be administered by trained personnel in conformance with the instructions provided by the test producer; and
- include areas of educational need or services as determined by the members of the G/T Selection Committee.

6. Documentation of all assessment procedures, program plans, anecdotal records, and evaluation methods must be provided in each individual student's folder.

   These records should be maintained in a confidential manner. The parents of the student and appropriate school personnel should have access to these records.

7. Standardized tests help to identify those students who are verbally gifted and those who have unusual ability in particular academic aptitudes (math, reading, science, etc.) but there are many students whose rare and distinctive gifts in music, writing, or the arts are only revealed by performance in these areas or by indications of creative potential.

8. Minimum eligibility standards require that there be documentation by the person nominating the student or the classroom teacher in whose room the student is enrolled, explaining why the needs of the student cannot be met in the regular classroom on a full-time basis.

Duties and Responsibilities of the G/T Selection Committee

1. The Committee selects the types of tests or measures that will be necessary for determining the student's eligibility. The Committee will appoint a "Case Manager" to organize the identification process (usually the gifted facilitator functions in this role).

2. The appropriate school personnel obtains written parental permission to administer individual tests to the student.

3. The appropriate school personnel contact the persons responsible for testing and schedule the date and time with the student's regular classroom teacher.

4. The Case Manager maintains a file containing the information received on the student.

5. Appropriate school personnel arrange for Committee meetings to review the student's need for services. This is similar to a Child Study Team Meeting, and parents should be included.
6. Parents and other committee members

agree on the most appropriate G/T services for the child by signing the Student Information Profile. Parents and committee members sign the Student Information Profile giving permission to implement services.

APPEALS, REVIEWS, EXITS AND REMOVALS

In planning the identification process, the procedures for handling appeals and reviews need to be outlined.

Appeal Process--Parents, students, administrators or teachers have the right to appeal the decision of the G/T Selection Committee. (See Appendix C for Request Form.) The committee will review the appeal if new evidence is presented.

Reviews--A formal evaluation of student progress should occur on an annual basis. The review of progress should address achievement of goals and should be documented. (See Appendix C.).

Documentation of students exiting and/or being removed from service options should exist in student files.

CHAPTER 4

INSTRUMENTATION

A variety of instruments can be found to appropriately assess students for inclusion in the gifted program. Members of the G/T Selection Committee will decide on the appropriate instruments to use to determine student eligibility for services. Suggested instruments are listed in Appendices A and B.

Students being served as gifted/talented must possess a capacity for excellence far beyond that of their chronological peers. Because of extraordinary capacity to learn, the student will require special services and programs that are not usually available in the regular classroom setting. No single criteria will determine the child's qualifications to participate in a gifted/talented program. Identification will involve administering a variety of assessments. The following types of assessment are designed to identify gifted/talented students who require extra services not ordinarily offered in the regular classroom setting.

1. standardized tests (IQ, Aptitude, Achievement)
2. criterion-referenced tests
3. observations by trained teachers and other personnel
4. demonstrations and portfolios developed by the student
5. nominations by parents, peers, and self
6. student interviews
7. evaluation of students' participation in established programs
8. portfolio
9. extra-curricular activities
10. Consideration should also be given to the following groups, who are often overlooked:

    - Racial, ethnic, or minority groups
    - Culturally different or disadvantaged
    - Handicapped (deaf, blind, physically handicapped, learning disabled, emotionally impaired)
    - Students who display various types of behavioral problems in the classroom, i.e., short interest span, distractive movements, disruptiveness, high energy level, and continuous questioning, intense anxiety or those who consistently engage in day-dreaming or seem disinterested, etc. These individuals should be discovered as early as possible to provide educational pro-

grams that will be commensurate with their capabilities.

DATA ANALYSIS

Student Information Profile-Documentation

Documentation of the student's need for extra programming is very important. It is recommended that students demonstrating a need for services as defined by the following criteria be invited to participate in one or more program options. A district may choose to construct a matrix to weigh identification data, or use a Raw Data Summary (Form 2, Appendix C) to compile information. Final data, however, should be plotted on an individual Student Information Profile (see Form 1, Appendix C). Criteria has been categorized into three parts:

Formal Assessment

Informal Assessment

Other Documentation

To qualify for services in academic/intellectual talent areas, student must have obtained at least two qualifying scores from the Formal Assessment Section, two scores from the Informal Section, and one significant indicator from the Products or Other Relevant Data section.

Part I: Formal Assessment*—Academic/Intellectual (See Appendix A)

1. Scores on an individually administered intelligence test at or above the district criteria level (2 Standard Deviation (SD) above district mean suggested).

2. Scores on standardized academic achievement tests 2 SD above district mean in a minimum of two major areas;

3. Results of creativity tests 2 SD above the district mean or other assessments indicating demonstrated or potential ability, advanced perception or cause and effect relationships, or ability in problem-solving or abstract concepts.

*The Formal Assessment section may be waived entirely for identification of those being considered for services in the talent areas of Creativity, Leadership or Visual/Performing Arts.

Part II: Informal Assessment (See Appendix B)

1. Nominations or documented observations by persons who are knowledgeable about the student (parents, teachers, G/T personnel, etc.);

2. Documentation by experts in a specific field related to visual or performing arts, or documentation by a professional (doctor, lawyer, engineer, chemist, etc.) that

the student has potential or demonstrated ability in that particular field of endeavor.

Part III: Student Products and Other Relevant Data

(See Student Information Profile in Appendix C for examples.)

1. Underachievement factors;
2. Evidence of handicap (Cultural, economic, language, physical, etc.);
3. Previous G/T program placement;
4. Portfolio of products highlighting a pattern of excellence;
5. Awards, honors, extra curricular, and/or outstanding work;
6. Other strengths or weaknesses.

Data should be plotted on an individual Student Information Profile to validate the student's need for G/T services.

HOW TO FILL OUT THE STUDENT INFORMATION PROFILE

Three examples of the Student Information Profile are found on pages 30-32.

Example A shows a clear need for program services in the intellectual talent area. Not only does this student have significant intellectual potential, he is also showing signs of underachievement.

Example B indicates a well-rounded student. While this child is doing well in school and may have some needs for enrichment, and in some cases acceleration, these needs should be met in the regular classroom. A closer look at this child, however, may reveal other strengths. While this student does not qualify in the intellectual or academic talent areas, she may well qualify as creatively gifted.

Example C illustrates how the profile is used to identify a student in one of the three other areas: visual/performing arts, creativity, or leadership. This student would qualify for services in the visual/performing arts talent area.

Formal Assessment: Part I

- **Determine the district mean (usually can be derived from standardized test information reported on the district as a whole). For example the district mean of all testing might be 67%ile.**
- **Choose a standard deviation of between 15 and 20 points.** Example: District XZY has a mean score at the 55%ile on the sixth-grade ITBS Basic Composite score. This is not significantly different from the fourth-grade or eighth-grade mean scores within the districts. The district chooses a

standard deviation of 20%ile points. By adding the district mean (55) and two times the standard deviation (40), the extreme needs band on the Student Information Profile starts at the 95%ile. A district with a higher mean could choose a smaller standard deviation. This flexibility is designed to meet the special needs of individual districts, and to also take into consideration the availability of staff who provide services to identified students.

Note: The 1993 mean scores on ITBS were at the 53%ile in sixth and eighth grades statewide.

Informal Assessment: Part II

- Choose instruments, documents, checklists to collect data which list specific criteria.
- The instrument should indicate on a point scale to what extend this student demonstrates each characteristic compared to other students of the same age and grade in the local area. Some examples are included in this manual. (See Appendix B).
- Other valid forms may be locally developed by asking an expert in a particular field to list criteria for outstanding talent.

Products/Portfolios: Part III

- Choose instruments, documents and checklists which summarize the rating for each product being evaluated. Points should delineate between "No Special Needs, Considerable Need, or Extreme Need" for services beyond what is available in the regular classroom as a result of this evaluation.
- Anecdotal records are useful in completing the picture which portrays a student's needs. For this category, it is essential to determine whether this product was an isolated incident or reflects a pattern of excellence and outstanding potential.
- In determining at what level on the profile to place a dot for awards and extracurricular activities, one should determine such things as the following:
  How much time and effort went into this activity?
  What percent of students participating in this competition received this award?
  How rigorous were the evaluations?
  What age levels did the competition category cover?
  How much help did the child receive in completing the project?
- A dot above the EXTREME NEED line could be the result of one award of great difficulty or of many less impressive awards which form a pattern of independent work, excellence and accomplishment.
- It should be clear to evaluators that only indications of EXTREME NEED will be used to qualify for G/T services.

Other Relevant Data: Part III

- Underachievement, disabilities, specific aptitude or discrepancy factors should be evaluated, analyzed, and recorded in much

the same way as INFORMAL MEASURES.

- A checklist of criteria and severity/frequency, etc. should be used to indicate a need in this area rather than a simple teacher statement. One extreme factor or several less extreme factors could justify a dot above the line.
- This evaluation is even more sensitive than other Informal Measures and should be conducted in such a way as to protect the privacy of the student and the school staff member who has made a professional judgment in an area in which they have observable data.

Ongoing Performance Review

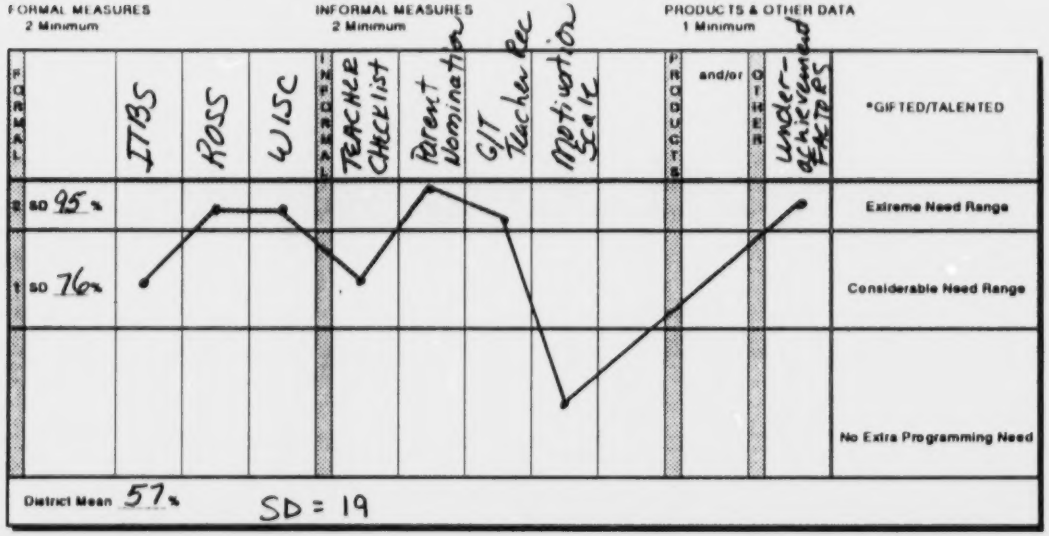
The school CATT Team along with the gifted/talented facilitator should review a child's total educational program to determine if the G/T services being provided are appropriate.

Factors to be taken into consideration should include performance, motivation, student input, and opportunities for consistent challenge.

District Gifted/Talented Policy

District policy is the backbone of quality Gifted/Talented Programs. Each Idaho school district is encouraged to develop written policy which outlines the Gifted/Talented identification process and program/service options. It is also recommended that district policy address the issue of make-up work, when or if, students are pulled out of a regular education class to take part in a G/T class or activity. Curriculum compacting should be used to prevent overloading students. The goal of G/T services is to provide more appropriate school work not just more work. Requiring that all classroom assignments be made up, regardless of previous mastery, discourages many gifted/talented students from accepting the challenge of participating in gifted/talented programs.

STUDENT INFORMATION PROFILE: G/T DATA ANALYSIS



NAME _____

SS# _____

AGE _____ GRADE _____

SCHOOL _____

IDAHO DISTRICT # _____

PRODUCTS/PORTFOLIO
EXTRA CURRICULAR

___ Young Authors
___ Invention Convention
___ Science Fair
___ History Fair
___ Odyssey of the Mind
___ Future Problem Solving
___ Competitions
___ Juried Shows
___ Leadership Positions
___ Awards, etc.

OTHER INFORMATION

___ ESL
___ Previous Program Placement
___ Member of Underserved Population

UNDERACHIEVEMENT FACTORS
✓ Lack of quality and depth in daily work
✓ Report cards/cum files show pattern of inconsistent achievement
✓ Parent concern student not achieving to potential
___ Student expresses desire to achieve at a higher level
✓ Test data show descrepancy between potential and achievement

OTHER SIGNIFICANT FACTORS
___ Physical Disability
___ Language Impaired
___ ADD/ADHD
___ Cultural Background
___ Economic Disadvantage
___ Other (documentation in file)

Parents _____

Address _____

Home Phone _____ Work _____

Service Option(s) _____

GIFTED/TALENTED CATEGORY
___ Academic ___ Intellectual
___ Creativity ___ Leadership
___ Visual or Performing Arts

SERVICE OPTION(S) ACCEPTED
___ YES ___ NO

SIGNATURES

Parent _____ Facilitator _____

Parent _____ Teacher _____

Psychologist _____ Teacher _____

Administrator _____ Other _____

Date _____

EXAMPLE A

EXAMPLE B

STUDENT INFORMATION PROFILE: G/T DATA ANALYSIS

FORMAL MEASURES (2 Minimum) | INFORMAL MEASURES (2 Minimum) | PRODUCTS & OTHER DATA (1 Minimum)

	ITBS	Woodcock Johnson	WISC	Teacher Checklist	Parent Survey	G/T Facilitator Recommendation	motivation Scale	and/or		*GIFTED/TALENTED
99 SD ___ %										Extreme Need Range
95 SD ___ %										Considerable Need Range
										No Extra Programming Need
District Mean ___ %										

Parents _____

Address _____

Home Phone _____ Work _____

Service Option(s) _____

SIGNATURES

Parent _____ Facilitator _____

Parent _____ Teacher _____

Psychologist _____ Teacher _____

Administrator _____ Other _____

GIFTED/TALENTED CATEGORY
___ Academic ___ Intellectual
___ Creativity ___ Leadership
___ Visual or Performing Arts

SERVICE OPTION(S) ACCEPTED
_____ YES _____ NO

NAME _____

SS# _____

AGE _____ GRADE _____

SCHOOL _____

IDAHO DISTRICT # _____

PRODUCTS/PORTFOLIO
EXTRA CURRICULAR

- ✓ Young Authors
- ___ Invention Convention
- ___ Science Fair
- ✓ History Fair
- ___ Odyssey of the Mind
- ___ Future Problem Solving
- ___ Competitions
- ___ Juried Shows
- ___ Leadership Positions
- ___ Awards, etc.

OTHER INFORMATION

- ___ ESL
- ___ Previous Program Placement
- ___ Member of Underserved Population

UNDERACHIEVEMENT FACTORS

- ___ Lack of quality and depth in daily work
- ___ Report cards/cum files show pattern of inconsistent achievement
- ___ Parent concern student not achieving to potential
- ___ Student expresses desire to achieve at a higher level
- ___ Test data show descrepancy between potential and achievement

OTHER SIGNIFICANT FACTORS

- ___ Physical Disability
- ___ Language Impaired
- ___ ADD/ADHD
- ___ Cultural Background
- ___ Economic Disadvantage
- ___ Other (documentation in file)

Date _____

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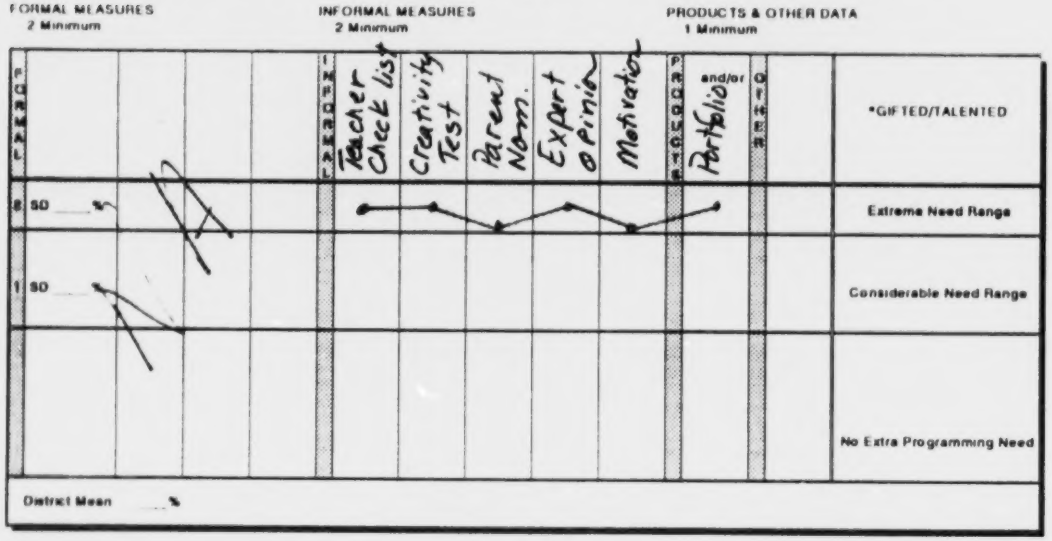
EXAMPLE C

STUDENT INFORMATION PROFILE: G/T DATA ANALYSIS



NAME _____

SS# _____

AGE _____ GRADE _____

SCHOOL _____

IDAHO DISTRICT # _____

PRODUCTS/PORTFOLIO
EXTRA CURRICULAR

___ Young Authors
___ Invention Convention
___ Science Fair
___ History Fair
___ Odyssey of the Mind
___ Future Problem Solving
___ Competitions
___ Juried Shows
___ Leadership Positions
___ Awards, etc.

OTHER INFORMATION

___ ESL
___ Previous Program Placement
___ Member of Underserved Population

UNDERACHIEVEMENT FACTORS

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___ Report cards/cum files show pattern of inconsistent achievement
___ Parent concern student not achieving to potential
___ Student expresses desire to achieve at a higher level
___ Test data show descrepancy between potential and achievement

OTHER SIGNIFICANT FACTORS

___ Physical Disability
___ Language Impaired
___ ADD/ADHD
___ Cultural Background
___ Economic Disadvantage
___ Other (documentation in file)

Parents _____

Address _____

_____

Home Phone _____ Work _____

Service Option(s) _____

_____

_____

GIFTED/TALENTED CATEGORY

___ Academic ___ Intellectual
___ Creativity ___ Leadership
___ Visual or Performing Arts

SERVICE OPTION(S) ACCEPTED

_____ YES _____ NO

SIGNATURES

Parent _____ Facilitator _____

Parent _____ Teacher _____

Psychologist _____ Teacher _____

Administrator _____ Other _____

Date _____

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IDENTIFICATION IN SPECIFIC AREAS

Not all screening instruments and methods are appropriate for every area of gifted and talented ability. Once a general procedure for selecting gifted students for G/T services has been determined, a committee may wish to focus on instruments and methods for locating students with superior abilities in specific areas. This is a vital step since it should ensure that the identification methods chosen help locate students with characteristics appropriate for the particular program.

The following are methods that seem most appropriate for identifying gifted and talented in the areas defined by the State of Idaho. For each area, a sample program goal is provided, and a discussion of instruments that could be used to identify students with characteristics that reflect the area.

Intellectual Ability

Goal: To help students expand their intellectual abilities and interests, and their modes of responding to their environment.

Students who would excel in these programs often display some of the following characteristics: verbal sense of humor, divergent and associative thinking, ability to generalize, questioning attitude, and persistence. To locate these individuals, the following instruments and procedures would be helpful:

- **Student Interest Inventory.** Look for a wide variety of interests, some of which have been pursued in depth. Look for students who show a highly developed verbal sense of humor. Also look at the games they enjoy playing, such as chess and Mastermind.
- **Parent Nomination.** Look for items similar to those cited under interest inventory. Also look for hobbies and books read.
- **Peer Nomination.** Look for students who are sought out for answers to both academic and general problems.
- **Teacher Recommendation.** Look for students who ask a variety of questions, who tend to ask probing questions, who have strong interests, who are critical of superficial answers.
- **Biographical Inventory.** Highlight those activities and interests that demonstrate variety and some depth and persistence. Also look for behaviors that reflect a curiosity about the total environment.
- **Objective Tests.** While there are many reservations about the use of standardized tests, especially group tests, some gifted and talented students demonstrate their abilities on individual intelligence tests. These tests, however, should be used to include rather than to exclude individuals. If students do not perform well on these tests, they may still be gifted and may show it in some of the other ways mentioned.
- See Appendices A and B.
- **IQ Tests.**
- If there is a large group of individuals whose cultural backgrounds differ from the

majority, **culture-fair** or certain **creativity tests** should be used.

Academic Talent

Goal: To help students pursue academic interests in depth.

Students with superior academic talent usually achieve well in the academic areas, and have superior reading and verbal abilities. They may be identified by using the following instruments and procedures:

- **Interest Inventory.** Look for strong interests in the academic area(s) included in the program.
- **Parent Recommendation.** Look for activities and interests that reflect ability, depth of knowledge, and interest in the subjects included in the program.
- **Transcripts.** Look for high grades in specific areas.
- **Teacher Recommendation.** Ask for recommendations from teachers of subject areas or disciplines related to the program.
- **Tests.** Achievement tests, especially in subject(s) in the program; intelligence tests; and special tests for specific subject(s) in the program may be used.

Creative and Productive Thinking

Goal: To provide a wide range of opportunities and experiences to allow individuals to experiment, take risks, and produce creative products.

Students with superior creative and productive thinking abilities enjoy exploring "What if..." questions, generating a wide variety of possible answers to real and hypothetical situations, and drawing relationships among seemingly unrelated ideas. These individuals are often absorbed in the literature of science fiction. They may be identified by use of the following instruments and procedures:

- **Self-Interest Inventory.** Look for a variety of diverse interests and activities and for enjoyment in creating products and pursuing ideas.
- **Parent Recommendation.** Look for diversity of interests, sense of humor, involvement in futures studies (e.g., science fiction, environmental progress, scientific advances).
- **Teacher Recommendation.** Focus on behaviors demonstrating abilities to draw associations among seemingly diverse ideas and to generate many ideas from a specific stimulus. Also look for students who raise "What if..." questions and who show an interest in implications of current trends for the future.
- **Biographical Inventory.** Highlight diversity of interests, variety of modes of expression other than print (e.g., film, tapes, verbal).
- **Student Products/Portfolio.** Look for both originality and quality.
- **Tests.** See Appendices A and B.

Leadership

Goal: To help students fulfill their potential as leaders in our society.

Students with superior leadership ability are usually those whom others respect and follow. They are also the individuals who are willing to assume responsibility for a variety of tasks and to fulfill this responsibility once accepted. The following instruments and procedures are suggested to identify them:

- **Self-Interest Inventory.** Focus on areas that demonstrate a willingness to assume responsibility and a desire to complete tasks.
- **Biographical Inventory.** Take special note of activities that reflect group experiences, project work.
- **Peer Recommendation.** Look for those students others would like to assume responsibility for group tasks and those others believe will complete the task well. Also look for students others select to participate in their groups.
- **Teacher Recommendation.** Focus on students to whom other students turn for help in completing projects, including non-academic areas. These students may not be the ones teachers would necessarily select for the tasks. Also consider students who contribute productively to group efforts even when they are not leading the group.
- **Sociometric Tests.** Look for students who have influence over others in informal situations.

Visual and Performing Arts

Goal: To provide opportunities and experiences to allow gifted and talented students to develop their abilities in specific areas in the visual and/or performing arts (e.g., painting, scupture, film, dance, theatre, music).

Students with superior abilities in the visual and performing arts usually pursue these interests through extracurricular school activities, community functions, and, especially, individually. Consequently, behaviors indicative of these gifted individuals may be found beyond the classroom. The following instruments and procedures are recommended to identify them:

- **Self-Interest Inventory.** Look for pursuit of interests in visual or performing arts. These activities or hobbies may include photography, folk art, painting, drawing, music, and dance.
- **Parent Recommendation.** Look for early interests and activities in visual and performing arts, including both attendance and participation.
- **Biographical Inventory.** Highlight activities and interests in the preceding areas.
- **Product/Portfolio.** Have experts in specific visual and performing arts areas examine an individual work or performance, looking for quality and potential.
- Personal Interview. Because of the intensive nature of some of the work in this area, look for students who are willing to ex-

pend the necessary time and energy. Furthermore, because some students are not aware of the variety of opportunities within this field, the interview should also involve a description of the kinds of activities they may pursue and should encourage questions about the program.

- **Expert Recommendation.** A statement from an expert in the field can be used to document a student's exceptional ability in the visual/performing arts.
- **Peer Recommendation.** Look for individuals who pursue activities in or related to visual or performing arts. Gifted students will often share their products with peers but not with adults. For example, look for those who draw caricatures, perform in popular bands, play instruments for friends, improvise impersonations, and so forth.
- **Tests.** Some specific areas, such as music, have tests that purport to reflect ability and potential. If these are used, they should supplement rather than supersede other sources of information.

Special Considerations: Underserved Populations

The difficulty in identifying giftedness within special populations is well documented (Gallagher, 1985; Whitmore & Maker, 1985). The reason most often stated is that the formal tests, particularly intelligence tests, used to identify gifted students are inappropriate for use with ethnic minority and economically disadvantaged subpopulations of American society. The appropriateness of such tests has been challenged for the following reasons (Sattler, 1982):

- Standard intelligence tests have a strong white, Anglo-Saxon, middle-class bias.
- National norms are inappropriate for use with certain ethnic-minority-group children.
- Ethnic-minority children are handicapped when taking tests because of:
  - —deficiencies in reading skills and lack of practice in taking tests,
  - —failure to appreciate the achievement aspects of the test situation,
  - —limited exposure to the cultural background on which the test is based, and
  - —differences in concepts of time.
- Rapport and communication problems may exist between white examiners and ethnic-minority children.
- Test results induce negative expectancies in teachers.

Some general guidelines for identifying giftedness among special populations are summarized in Table 2 on pages 53-56. The sections that follow discuss the characteristics and modifications needed to identify students from some specific underserved populations. These include, but may not be limited to, those who are economically disadvantaged, black, Hispanic, female, rural, disabled, underachieving, highly gifted or others. Possible identification procedures for students from each group are summarized in Table 2.

It is suggested that districts concentrate on better identification of those groups of students who are underserved by the gifted/talented program, relative to the proportion of that group in the total school population. For instance, if Hispanics or rural students form a major proportion of the total school population, but form a much smaller proportion of the students in the gifted/talented program, some attempts should be made to improve the identification procedures for them.

Economically Disadvantaged Students

The literature concerning "disadvantaged" gifted children suffers from a fundamental confusion in connecting economic disadvantage with culturally different categories of gifted students. This confusion often results in a tendency to identify economic disadvantage with certain ethnic or racial groups. The distinction between economic and cultural disadvantage is an important one. While many Idaho districts have few racial or ethnic minority stu-

dents, poverty is a condition which can be identified in most schools. In those districts enrolling substantial numbers of children from racial and ethnic minorities, efforts to increase a racial representation may ignore the additional necessity of seeking out those who come from economically disadvantaged populations. On cultural lines the program participants may appear to be representative of the district, but in fact the gifted program may remain an upper middle-class preserve.

Not all low-income children demonstrate the characteristics described below. In fact, many homes that could be classified as disadvantaged on purely economic terms provide excellent learning environments. What can be asserted confidently, however, is that poverty makes the creation of such an environment much more difficult, and that a special effort should be made to examine students from disadvantaged backgrounds in order to identify the gifted students hidden in this population.

For the economically disadvantaged child, poverty forms three obstacles to achieving recognition in gifted programs. First, poverty limits opportunity. For families desperately worried about achieving minimal subsistence, it is difficult to devote energy or resources to providing the enriching experiences that are a matter of course in middle-class homes. As a consequence, exposure to these experiences tends to be limited for economically disadvantaged children.

Second, poverty limits the self-expectations of students. For many families the condition of poverty has persisted for several generations. Children from such environments are unlikely to embrace goals and aspirations that are far removed from their everyday experiences. In addition, disadvantaged students often decline to enter gifted programs, even when selected. Third, poverty also limits the expectations and estimations of others. Teachers and parents often do not believe that gifted students exist among the poor (Clark, 1983). Teachers may make hasty and summary judgments about ability based on the way students dress, speak or are groomed. Parents, too, may not believe that their sons or daughters could qualify for gifted programs. In consequence, this group of parents may complete fewer parent nominations and checklists than other parents.

Because of limited educational opportunities, economically disadvantaged students may fail to master the linguistic and grammatical structure of the mainstream culture (Renzulli, 1973). Thus, children from economically deprived backgrounds are less likely than middle- or upper-class children to score highly on standardized instruments. For this reason it is important to modify the regular procedures while screening this population. Three different approaches have been suggested to accomplish this:

- A number of researchers have advocated the use of tests that are less verbal in their demand and less reliant on the cultural assumptions of many standardized instruments. The "culture-fair" or "culture-free" tests yields results that show less discrepancy in performance based on socioeconomic status. Some of the most notable examples include the Ravens Progressive Matrices, Cattell Culture-Fair Intelligence Series and Cartoon Conservation Scales. The difficulty with employing such measures is that they have a lower relation-

ship to school performance than more traditional instruments.

- Another option lies in lowering the requirement for admission in certain geographical areas of the district. A similar option is to award bonus "points" for an economically disadvantaged candidate.
- Another possibility, advocated in the National Report on Identification (Richert, et al, 1982), involves the use of local norms and percentiles when interpreting standardized data. The procedure works well in many districts; however, in districts where substantial differences in economic status exist, this procedure by itself may be inadequate to seek and find disadvantaged gifted students.

Children from this population do show positive behavioral characteristics that can be observed by parents and teachers. These traits can form the foundation for a behavioral rating scale or checklist. Some traits of disadvantaged gifted learners that help with their identification (Baldwin, 1973); Torrance, 1964), when formal testing often fails, are:

- high mathematical abilities,
- alertness, curiosity,
- independence of action,
- initiative, eagerness to do new things,
- fluency in nonverbal communication,
- imagination in thinking,
- flexibility in approach to problems,
- learning quickly through experience, and
- retaining and using ideas and information well.

In addition to teacher rating scales or checklists, creativity measures and product samples have been used successfully to identify students from this population. In selecting such procedures, it is essential that efforts be made to elicit nonverbal and verbal talents and to collect samples from a wide variety of sources. Samples of creative verbal production can be collected on audiotape or videotape to remove the negative effects of incorrect spelling and grammar on product ratings.

Parent awareness and community involvement can greatly increase the likelihood of finding gifted disadvantaged students. Every effort should be made to contact parents to solicit information on current interests, abilities and performances. The community can furnish useful information and product samples from out-of-school programs such as scouting, 4-H, YMCAs, Boys and Girls Clubs and other youth organizations.

Rural Students

Rural education is shaped by the sparsely settled nature of the countryside and the values and beliefs of its inhabitants. It is characterized by primacy of local control, smallness of schools, inadequacy of finances and the relatively poor economic status of many residents in the district, combined with their faith in free public education (Carmichael, 1982). The gap between rural and urban experiences, however, has been decreasing because of improved transportation, the availability of instant communication systems such as radio and television, and the consolidation of rural schools.

Despite the increased urbanization of many rural children, there remains many students whose high potential is masked by behaviors that are not typically found among gifted chil-

dren. According to Spicker, Southern and Davis (1987), rural children:

- are less verbal in oral communication skills than most gifted students,
- have had limited experiences outside their own community, and
- are relatively unaffected by the pressures of time.

These children may constitute 20 percent or more of the enrollments of a rural consolidated school corporation, and are most likely to come from the small feeder townships and predominantly populated by longtime residents with traditional rural values.

To find the children who may be gifted among the rural population requires special identification techniques. For example, when using an achievement test battery, educators should attend more to subtests that discriminate among gifted students, such as vocabulary, reading comprehension and math concepts. They should attend less to subtests that do not discriminate well, such as spelling, punctuation, language usage and work study skills. These subtests tend to be academic areas in which disadvantaged rural children do most poorly. Other options include utilization of an untimed, nonverbal test of intelligence and/or measures of spatial relations and mechanical aptitudes.

In addition, informal measures may be particularly helpful in selecting students from rural populations. Parents can supply a wealth of information about children's interests and talents in such things as auto and tractor repair, special hobbies and collections, performing arts abilities, 4-H projects and other out-of-school activities. Peer and teacher rating scales, self-nominations, student products, portfolios, interviews, etc. can all provide additional information for a comprehensive assessment of each student's needs and abilities. Product samples should be evaluated on the basis of content rather than grammatical form. Finally, inservice training sessions may be utilized to sensitize teachers to possible biases they may have against students who speak nonstandard English.

One of the advantages of small, rural schools is the close relationship between members of the community. Counselors frequently know a good deal about the family situations of most children in the school. Such a person can be a great asset on the selection and review committees, because they can provide background information about students which may not be available otherwise. Committee members can then take this information into account when making placement decisions.

Black Students

The effects of race on identification of black students can be divided into several different factors. First, racial differences can create effects that screen students from initial nomination pools. Many educators hold racial stereotypes that do not recognize the likelihood of high ability appearing in this group. Hence, expectations of performance are lowered and the teacher simply overlooks evidence that the child is quite capable. Moreover, the diminished expectation may lead to diminished performance by the student.

These effects can be compounded by a misinterpretation of the behaviors of black students in the classroom. For many black students, the kinds of behaviors reinforced in the home, at church or in interactions with peers are looked on with disfavor in school settings. Verbal creativity and humor, active participation and spontaneous interaction may be interpreted as disruptive and disrespectful by many classroom teachers. In addition, the behavior may compound some teachers' anxieties that black students will be overly troublesome or unruly.

Black children have different characteristics than white children. Gay (1978) has suggested that gifted black students:

- may feel alienated by school at an early age,
- seek structure and organization in required tasks,
- may be difficult to motivate in some abstract activities,
- may have a large vocabulary inappropriate for the school setting,
- may have been conditioned to suppress questions,
- make up games and activities,
- may demonstrate strong concentration due to persistent noise in the home environment,
- may express displeasure at having to stop an activity,
- have a pronounced need for low amounts of supervision,
- may neglect school work due to other responsibilities and interests, and
- may not meet expected achievement levels.

Blacks may have different cognitive strengths and weaknesses than whites. Some evidence exists that blacks are best able to solve problems with visual and auditory content, have strong memories and are adept at convergent production. Weaknesses include vocabulary and divergent verbal production (Bruch, 1971). Because of the verbal nature of standardized and classroom tests, it is not surprising that blacks score less well on group IQ and achievement tests than whites as a group. In fact, the main obstacle to the identification of gifted black children is the traditionally heavy reliance upon formal group instruments seen in many gifted/talented programs.

In order to counteract the negative effects of race on formal test scores, researchers have renormed some tests for specific populations. The Stanford-Binet Intelligence Scale and the Structure of Intellect Tests are among this group (Bruch, 1971; Meeker, 1978). Although it does not use separate norms for blacks, the SOMPA procedure (Mercer & Lewis, 1978) awards a number of "bonus points" to WISC-R scores as a way to balance the effects of race on test scores. Some educators, however, have questioned whether the number of bonus points awarded is arbitrary. Many experts in gifted education (e.g., Richert, 1982, 1987) also recommend the use of local norms, in addition to national norms, for standardized instruments. This procedure is suggested when the local population contains a high proportion of minority students.

Another approach is the utilization of nonverbal tests or other instruments that are relatively "culture free" or "culture fair." The Performance scale of the WISC-R is one instrument used to measure nonverbal intelligence. The

Cattell Culture Fair Intelligence Series, Ravens Progressive Matrices and Advanced Progressive Matrices, Cartoon Conservation Scales and Stallings Environmentally Based Screen are other measures that are assumed to be relatively culture fair. The disadvantage of this group of tests is that they may not predict school success as well as do traditional intelligence and achievement tests. Finally, creativity measures, such as the figural tests of the Torrance Tests of Creative Thinking, have been used successfully to assess the nonverbal, creative abilities of black students

Almost all experts in the identification of gifted and talented children agree that informal measures should be included in the battery of instruments used to identify gifted minority students. Some of the most popular methods are the use of nominations, rating scales and checklists. Teacher input is particularly valuable if the teachers have been inserviced on the needs and characteristics of black students. Peer nominations may be helpful in the identification of leadership skills and creativity. Parents also can provide information on the abilities of their children, who may deliberately mask their performance in school in order to be accepted by their peer group.

Another option is the use of a quota system. Although this procedure does result in minority representation in the program, its use is not recommended. Some students selected through this procedure may have difficulty succeeding in a gifted/talented program, which generally is designed for the majority population, unless teacher expectation and the level of classroom activities are lowered. In addition, it may be difficult to justify to angry parents why some students who were included in the program have lower scores than others who were not included. The Bakke reverse discrimination case, heard by the Supreme Court in 1978, illustrates some of the difficulties that may follow such a policy (Mitchell, 1982). It is suggested that, rather than using a quota system, educators should strive for (but should not force) identification and placement of a representative proportion of the minority population in the gifted/talented program (i.e., the same percentage of nominated and selected students as in the entire school system).

Hispanic Students

The term "Hispanic" is used to describe people with origins in Puerto Rico, Mexico, Cuba, Latin America or Spain. Given the diversity of backgrounds implied by the term, educators are well advised to recognize that there exists no single, distinct model of the Hispanic family. Nevertheless, some general traits that help to identify gifted Hispanic children are listed below (Bernal, 1979; Meeker & Meeker, 1972):

- rapid acquisition of English,
- exhibition of leadership in an unobtrusive manner,
- demonstration of "street-wise" behaviors,
- acceptance of responsibilities usually reserved for older children,
- knowledge of how to "make it" in an Anglo world, and
- possession of strong figural abilities and memories.

Bernal (1974) identified nine differences between gifted and nongifted Hispanic children,

which could be used to form a behavioral rating scale or checklist. Gifted Hispanic children are more likely than nongifted Hispanic children to:

- be sought after by other children,
- understand and remember detailed instructions when they are given the first time,
- accept what parents tell them without question or without talking back when being corrected for doing something wrong,
- show self-discipline by not eating a snack right before a meal,
- make very high grades in school,
- take care of personal belongings, e.g., returning toys to their proper place when play is finished,
- use a large vocabulary for their age,
- learn things more quickly than other children do, and
- speak correctly with good grammar for their age.

Historically, Hispanic children have demonstrated a lower rate of achievement than their Anglo-American counterparts on English standardized reading tests. Language barriers, prejudices of Anglos and other factors have contributed to the poor academic and standardized test performance of Hispanic children in school. This has caused many Hispanic children to be placed in low-level classes and to experience a slow rate of promotion. For the gifted Hispanic child it has meant virtual exclusion from mainstream programs for the gifted and talented.

When Spanish-speaking children encounter written language (i.e., standard written English) in their school experience, they find that the syntax is different from the language they are accustomed to hearing. Furthermore, written language does not contain the contextual clues that speech does, as speakers stress patterns, facial expressions or physical referents for the vocabulary. DeBernard (1985) suggested that when gifted bilingual children lack prior experience to help them understand what they have read, they misinterpret textual material and perpetuate comprehension errors. Thus, as long as English reading test scores continue to be used as a major criterion for entrance into gifted programs, the cost for many of the brightest bilingual children will be exclusion from those programs.

To make their tests more appropriate for Hispanic students, some formal test publishers have translated their achievement and intelligence tests into Spanish. Some of the translated tests include the Comprehensive Test of Basic Skills, Group Inventory for Finding Creative Talent and WISC-R. Another option is SOMPA (Mercer and Lewis, 1978), which assigns a certain number of "bonus points" to WISC-R or WPPSI scores for Hispanic students. Other tests recommended in the National Report on Identification (Richert, et al, 1982) include the Cattell Culture Fair Intelligence Series, Ravens Progressive Matrices, Cartoon Conservation Scales and Stallings Environmentally Based Screen. It is wise to utilize local as well as national norms when interpreting these tests.

The poor performance of bilingual Hispanic children on formal tests makes it imperative that informal measures also be used to identify gifted children from this population. Parent and teacher rating scales may be especially helpful. Parents should be given questionnaires

in their native language, to avoid misunderstandings. Parent and teacher checklists and rating scales may be adapted, including questions related to the aforementioned characteristics. As with all underserved populations, it is important to provide inservice training to teachers regarding the traits of Hispanic children.

In addition to rating scales and checklists, other types of informal measures may be helpful. Peer nominations, product samples, auditions, interviews, biographical information and student grades all may be useful in identifying gifted Hispanic children. These measures provide qualitative information to provide a more comprehensive "picture" of the student than is possible with formal test scores alone.

Female Students

It almost seems ironic to include gifted females in a section on underserved populations. In global reports of gifted program participation, girls achieve equal or greater status than boys in their representation. Gifted females, however, are far less likely to be involved in gifted programs at secondary levels in general, and in mathematics and science programs in particular, than are their male counterparts.

Despite the fact that girls in high school earn high grades and teacher ratings in math and science courses, they are often perceived by teachers, peers and themselves as deficient in these content areas. Consequently, the achievement of females in math and science-related careers is significantly lower than that of males. There are few females who enter these fields, and fewer still who achieve fame or economic recognition equal to their male counterparts. This is due, to some extent, to the negative stereotypic attitudes and expectations that parents, teachers, counselors and the students themselves have about the aptitude of females in mathematics and the sciences. Because of the pervasiveness of the problem, it is essential that special attention be given to this concern when attempting to identify females, particularly at the secondary levels in the areas of mathematics and science.

In general, the behavioral characteristics of gifted girls are no different from those of gifted boys. Similar behaviors exhibited by the two sexes, however, may be perceived differently by parents and teachers (Torrance, 1959). This probably reflects the stereotypic behavioral differences associated with each sex. Females are not expected to excel in the areas traditionally associated with male dominance.

Adolescence increases the pressure on gifted females to conform to those stereotypes. It may not be considered "feminine" to excel in mathematics or science. Intellectual competition with males in any area may be viewed as less and less desirable by females as they get older. The awareness of, and pressures from, sex-role stereotypes can increase the likelihood of disguising talent deliberately by the time girls enter the late intermediate grades. Such masking further inhibits the identification of gifted females in general, and those with specific aptitudes in math or science in particular.

To address these problems, several steps can be taken. Teachers, counselors and parents should be made aware of the stereotypes that deter females from participation in technical, scientific and mathematical disciplines. In ad-

dition, women who have selected nontraditional careers may be included on screening and selection committees. Females who have overcome the barriers of stereotypic career expectations may be less likely to be influenced by them in making placement decisions.

Another option is to include reports from aptitude and achievement tests taken during previous grade levels. Earlier test scores may help to discover a pattern of descending achievement, particularly in math and science, that might signal the masking behaviors seen in secondary grades. Finally, efforts should be made to counsel gifted females and their parents regarding career choices and the dangers of opting out of academically demanding tracks.

Severely Physically Impaired Students

A handicapped child is one who differs from the average child in sensory abilities, communication skills or physical characteristics to such an extent that the child requires a modification of school practices, or special educational services, to develop to maximum capacity (Kirk and Gallagher, 1986). Specific disabilities may include cerebral palsy, multiple sclerosis, polio, spinal cord injuries, orthopedic handicaps, etc. The handicapped population is often characterized by the impairment or lack of those very abilities which distinguish gifted students. It is, therefore, quite understandable that few handicapped students are referred to programs for the gifted and talented.

The inability to see or hear test instructions, or to respond verbally or manually to them, is a major problem for many disabled people. It is evident that the behaviors associated with specific disabilities are major obstacles in identifying gifted handicapped students. Nevertheless, it is important that such students are identified and provided with an education appropriate to their cognitive needs and abilities. One only needs to reflect upon the tragic case of John Merrick (the "Elephant Man"), or the triumphs of Itzhak Perlman and Helen Keller, to see the importance of appropriate educational opportunities for the handicapped.

The largest obstacle to identification occurs with students who have difficulty with speech and language, because traditional verbal instruments may be inappropriate for assessing their abilities. Some individualized intelligence tests (e.g., the Peabody Picture Vocabulary Test, Ravens Progressive Matrices and Advanced Progressive Matrices, WISC-R and Stanford-Binet) may be adapted for use with handicapped students. Achievement tests and other multiple-choice tests sometimes may be adapted for students who can point to the correct alternative from a list. Some nonverbal tests may be adapted, although many are timed or require hand usage for manipulation of objects. In almost all cases, handicapped children must be assessed individually by a trained psychological examiner. Test scores should not be compared with the published national norms, which are standardized on nonhandicapped populations. Instead, students' performances should be compared with those of others with similar disabilities.

In addition to testing on traditional formal instruments, informal measures may be helpful for identification of gifted handicapped students. Some rating scales or checklists, such as the Renzulli Scales or Torrance's Checklist of Creative Positives, may be adapted for use with parents or teachers of handicapped children. Assessment of student products, interviews, nomination procedures, biographical information and student grades can provide additional evidence of student abilities. Parents, peers and the students themselves can provide a wealth of information about out-of-school behavior. Finally, handicapped students may be placed provisionally in a gifted program, or be involved in activities which will foster the development of higher-level thinking abilities. Their performance and progress can then be evaluated by a trained teacher.

Visually Impaired Students

The visually handicapped constitute a very small proportion of exceptional children. Blind people are likely to be isolated socially from the mainstream of society because they lack mobility and the public tends to avoid social interaction with them. This limited direct contact with blind people perpetuates the many stereotypes associated with them. Chief among these is the belief that the blind are helpless, dependent on others for their survival, incapable of earning a living and, therefore, in need of charity.

Although blind children perform as well as sighted children on the verbal portion of some standardized tests, they often have fragmented or distorted understanding of simple concepts. The most obvious adaptation to accommodate the visually impaired is the use of instruments that do not require visual input, i.e., tests with verbally administered, nonmanipulative items. The verbal scale of the WISC-R is the most widely used test to measure the intellectual abilities of the visually handicapped. Because blind children have not been exposed to acculturation experiences comparable to those of sighted children, it is quite likely that the test scores obtained by blind children are an underestimate of their intellectual potential. In addition, the WISC-R does not have norms for the blind.

Several achievement tests exist that have been specially adapted for the visually handicapped with Braille and large print forms. These include the Stanford Achievement Test, the Iowa Tests of Basic Skills and the Scholastic Aptitude Test. Another option is the Blind Learning Aptitude Test, which involves cutaneous-kinesthetic exploration to solve problems. Modified tests of verbal creativity can provide evidence of divergent thinking abilities. The American Printing House for the Blind may be contacted regarding the availability of other test adaptations. It should be noted that reading Braille requires twice as much time as reading print. There should, therefore, be no time limits placed on visually handicapped test takers.

Teachers, parents and the students themselves can provide the most valid and reliable information about the intellectual abilities of visually handicapped children (Whitmore & Maker, 1985). Teachers who have had experience with the visually handicapped are best able to compare an individual's learning ability with that

of similarly disabled children. Interviews, checklists and rating scales are useful ways to collect this information. Other informal measures, such as student products, biographical information, grades and so on, also can be used to obtain a comprehensive assessment of a student's needs and abilities.

Hearing Impaired Students

Hearing impaired children present special problems to educators because a hearing loss interferes with the reception and production of language. The degree of hearing loss is one factor which affects the school success of hearing impaired students. An equally important factor is the timing of onset of the loss. The most serious educational problems are associated with cases in which the hearing loss occurred prior to the spontaneous acquisition of speech and language. This inability to hear and express oral language is a major barrier to the development of concepts and to the academic achievement of hearing impaired children.

As a group, deaf children read three to eight years below the level of hearing children; of those over 16 years of age, 60 percent read below grade level and 30 percent are functionally illiterate (Williams & Vernon, 1970). Deaf students who are achieving at or near grade level (relative to hearing students) are good candidates for identification for gifted programs.

The learning problems of the deaf are associated with their language difficulties rather than with their cognitive functioning. Many deaf students overcome that language difficulty by becoming proficient at producing and understanding American Sign Language. Despite this, deaf students may suffer a disadvantage on verbal tests and tasks. For this reason, nonverbal tests are commonly used to assess the cognitive abilities of hearing impaired students.

The performance scale of the WISC-R is the instrument most frequently used with the hearing impaired. Because the test has no pantomime instructions and has timed elements which are difficult to convey to a deaf person, the score obtained is a rough estimate of the subject's ability. The Leiter International Performance Scale was developed exclusively for measuring the intelligence of deaf children. The Ravens Progressive Matrices and Advanced Progressive Matrices also have been used successfully. Another option is to utilize tests with visual analogies and other tasks that measure visual learning. Finally, creativity tests (such as the Torrance Tests of Creative Thinking) may be useful with this population. The major criticism of all of these instruments is that they measure a narrow range of abilities. The WISC-R and the Ravens also do not have norms for the hearing impaired.

Informal measures and observation are likely to provide some of the best indications of giftedness in this population. Teacher and parent information regarding reading, oral and written communication skills and creativity of students can be obtained. Student products, interviews, biographical data and grades can provide additional information. The creative coping skills utilized by the deaf to overcome their handicaps may also be a useful indicator of their giftedness.

Learning Disabled Students

According to the definition that has been used over the last few years, a learning disability is a significant discrepancy between performance (usually measured by an achievement test) and potential (as measured by an individual IQ test). Many educators consider a "significant discrepancy" to be a difference of at least one standard deviation between potential and performance in any subject area. The federal definition in PL 94-142 requires that the discrepancy not be primarily attributable to other handicapping conditions such as a sensory impairment, motor handicap, mental retardation, emotional disturbance or environmental disadvantage. If such a discrepancy is suspected by the classroom teacher, the student is referred for assessment.

There are many obstacles to the identification of gifted learning disabled (GLD) students. The first barrier to identifying GLD students is that many of them are able to maintain achievement at or near grade level. GLD students may be particularly difficult to identify because their disabilities often mask their abilities. Conversely, they may have developed certain abilities to an exceptionally high degree in order to disguise or cover up their disabilities. Consequently, both the giftedness and the disabilities of such students may go unrecognized.

Another barrier to the identification of GLD students is the inadequacy of group measures for screening this population. Group tests can seriously underpredict the actual abilities of many gifted students, and for those who are also learning disabled, the inaccuracy and underprediction is compounded. Group tests require a high proficiency in silent reading, freedom from distractibility, long attention span and hand-eye coordination. These skills are often difficult for many learning disabled students (Mercer, 1973). It is for these reasons that students who are suspected of having learning disabilities are given individual measures to assess their potential and performance. The most commonly used measure of potential is the WISC-R; significant differences in subtest scores may indicate the presence of a specific learning disability.

Another problem occurs because teachers often are unable to view learning disabled students as possibly being gifted. The performance of GLD students may be inconsistent with common views of what gifted children should be able to do. Some of the areas in which deficiencies may be displayed are:

- oral reading,
- writing—difficulty in transferring thoughts into written format, poor handwriting,
- listening—weak auditory discrimination skills, inability or unwillingness to follow directions,
- task commitment—easily distracted, generally uncommitted to educational tasks,
- hyperactivity or under-activity,
- social skills,
- problem solving—inflexible strategies, and
- motivation

Finally, consistent failure or inferior performance may cause students to withdraw from active school participation. Examples of withdrawal behaviors include minimal communication with peers or teachers, daydreaming,

working alone, lack of involvement in class activities and unwillingness to engage in self-defense (Whitmore and Maker, 1985).

Given these difficulties, how can GLD students be identified adequately? Some of the methods employed in good general identification practices will assist in identifying students for referral to gifted and learning disability assessments. Some options to increase the likelihood of discovering these students include:

- sensitizing teachers to look for behaviors associated with learning disabilities by providing lists of behaviors that have been associated with GLD students, such as the following (Whitmore, 1986):
  - —superiority in comprehension and retention of concepts, learning quickly and easily when interested,
  - —vitality of imagination, creativity especially in the arts,
  - —large repertoire of "facts," knowledge independently acquired, usually through experience outside school,
  - —superior oral expression, advanced vocabulary and concepts,
  - —acute sensitivity, perception at a level beyond his/her years,
  - —perfectionism, severe self-criticism,
  - —wide range of interests outside of school, or profound interest in a single area, and
  - —initiative in pursuing self-selected subjects for fun at home or school;
- soliciting detailed information from parents concerning medical history, temperament, hobbies and interests;
- examining the level and type of compensating strategies, as evidence of advanced problem-solving ability. Examples include:
  - —highly developed aural memory,
  - —attempts to redefine problems in terms of areas of strength,
  - —manipulation of the environment, teachers and other students to avoid confronting weaknesses,
- providing alternate product outcomes to allow students to express strengths such as superior spatial ability, verbal creativity in oral productions or mechanical aptitude and evaluating these products for evidence of superior ability;
- utilizing teacher observations in the classroom. Teachers should look for student strengths as well as weaknesses. Performance in preferred free-time activities may provide helpful clues about potential abilities;
- allowing GLD children to qualify for screening by showing either high potential or high performance; using a wide variety of formal and informal measures for screening;
- soliciting peer and self-nominations; and
- utilizing creativity measures or tests of nonverbal reasoning.

Underachieving Students

Although many educational practitioners believe that there is a difference between learning disabled and underachieving students, most researchers do not make this distinction. In

fact, the terms "underachieving" and "learning disabled" have become almost synonymous to many researchers (Boodoo, et al, 1989). Those researchers who do distinguish between the two (e.g., Whitmore, 1980) tend to see learning disability, as well as physical and emotional handicaps, as a cause of underachievement.

Many educational practitioners, however, conceptualize underachievement separately from learning disability. Some practitioners conceive of the difference as a matter of degree: underachieving students are those whose performance deficit is not great enough to label them as learning disabled. Other practitioners believe that the difference between the two groups is motivational: LD students do not achieve because they cannot; underachieving students do not achieve because they will not. In any case, all persons involved agree that both LD and underachieving gifted students must be identified as early as possible, in order to assist them in mastering the basic skills (e.g., reading, addition, etc.) necessary for later learning.

Because underachievement frequently is conceptualized in a similar manner to learning disability, the techniques for identifying gifted students with either problem are basically the same. That is, the child's potential, as demonstrated on an individual IQ test, is compared to his/her actual performance on an achievement test or in the regular classroom. Other, more informal methods are also available, as previously described in the section on learning disabled students.

A few informal measures have been developed specifically to help identify underachievers. Rimm has developed the Achievement Identification Measure (AIM), a parent interview form, and the Group Achievement Identification Measure (GAIM), a self-report inventory for students. In addition, the Group Inventory for Finding Creative Talent (GIFT) has been reported to be useful in identifying creative talents in underachieving students. Finally, Whitmore (1980) has published a teacher checklist and a teacher rating scale to help identify gifted underachievers.

Highly Gifted Students

Who are the highly gifted? Dr. Joyce Van Tassel-Baska (1981) defined the highly gifted as youngsters who have IQs of 142 or more, manifest 90 to 100% of the g/t characteristics or function at more than three and one-half grade levels above their age group. Children with abilities in this high range need even more educational intervention than do other gifted and talented students. Administrators, teachers and parents need to determine a child's ability level and then take appropriate action to create an individualized plan for that particular child.

As would be expected, the number of highly gifted students is small. Feldman (1987) suggests that in a school of 500 there would be two or three students who score at or above 140 IQ. Webb, Meckstroth and Tolan (1982) offer the following ratio of highly gifted to the general population:

- 1 out of 260 people may have an IQ of 140 or above.

- 1 out of 2,330 people may have an IQ of 150 or above.
- 1 out of 31,560 people may have an IQ of 160 or above.
- 1 out of 652,600 people may have an IQ of 170 or above.
- 1 out of 2,000,000 people may have an IQ of 180 or above.

The best single instrument to identify the highly gifted is the Stanford-Binet Intelligence Scale, Form L-M. Note that this is not the most recent version of the Stanford-Binet. The most recent version has a low ceiling and therefore is inadequate for the purpose of discriminating among students of extremely high ability.

Because of the lack of individualized testing in many schools, parents frequently have their children tested on their own initiative. Schools, however, may be uninterested in the results of testing performed elsewhere, being uncertain of the procedures used or of interpreting the results. It is crucial to establish a procedure for utilizing external testing if the school wishes to identify and serve highly gifted students but cannot afford to provide multiple administrations of the Stanford-Binet L-M. Apart from the Stanford-Binet L-M, there is little agreement on particular formal instruments that are useful for identifying the highly gifted.

Another option for assessing the abilities of highly gifted students is the use of off-level achievement tests. Unfortunately, most achievement tests do not provide off-level norms, so interpretation of scores is difficult. Nevertheless, off-level tests may provide useful information. One instrument that does have off-level norms is the Scholastic Aptitude Test (SAT). Normally taken by high school juniors, the SAT is administered each year to high-achieving middle school students as part of the Rocky Mountain Talent Search. The scores from this off-level assessment can indicate exceptional ability. For instance, a combined score of 1100 would be roughly equivalent to that of the top ten percent of college-bound high school seniors, and would be a clear demonstration of exceptionality. Comparable subscores would be 630 on the math portion or 580 on the verbal portion of the test.

The highly gifted student in the fine arts can probably best be identified by expert practitioners in the field. These evaluators can assess the talents of individual students through the use of portfolios or performances. Another method of initial screening is the demonstration by the child of atypical behaviors or achievements. A significant number of highly gifted students teach themselves to read at very early ages, make notable progress in academic subjects without instruction or become highly proficient on a musical instrument. If a parent has maintained a written or visual record of such developments, schools should review them to add to the depth and breadth of information available about the child. Confirmation by other adults, such as teachers in school or day-care facilities, is helpful, as are reports from art and music instructors.

Finally, teachers of the gifted can identify students whose abilities exceed those of other gifted children. Observations made by G/T teachers or the identification team can provide useful information. Students and their parents can be interviewed regarding extracurricular activities and abilities. These informal measures can provide data which will be useful in

determining services for individual highly gifted students.

Credit for this entire section is given to the Indiana State Guide.

Comments/Notes:

TABLE 2

SPECIFIC IDENTIFICATION PROCEDURES FOR DIFFERENT UNDERSERVED POPULATIONS

Economically Disadvantaged Students

- Use nonverbal or "culture fair" tests
- Lower criterion scores for certain geographical areas in the district
- Award bonus "points" to test scores (SOMPA model)
- Use local as well as national norms
- Use a variety of informal measures
- Inservice teachers

Rural Students

- Ignore subtests of standardized tests that do not discriminate among gifted students
- Use untimed, nonverbal tests of intelligence
- Use measures of spatial relations and mechanical aptitude
- Use a variety of informal measures
- Inservice teachers

Black Students

- Use tests that have been renormed for the black population
- Award bonus "points" to test scores (SOMPA model)
- Use local as well as national norms
- Use nonverbal or "culture-fair" tests
- Use a variety of informal measures
- Inservice teachers
- Use the forced-choice procedure
- Strive for (but do not force) identification of a representative proportion of the black student population

Table 2 (cont.)

Hispanic Students

- Use tests that have been translated or renormed for the Hispanic population
- Use nonverbal or "culture-fair" tests
- Award bonus "points" to test scores (SOMPA model)
- Use local as well as national norms
- Use a variety of informal measures
- Inservice teachers
- Use the forced-choice procedure
- Strive for (but do not force) identification of a representative proportion of the Hispanic student population

Other Racial/Ethnic Groups of Students

- Develop a list of characteristics of students from the ethnic group; use this list to help determine specific procedures
- Use a variety of informal measures
- Inservice teachers
- Use local norms if national norms do not apply
- Use nonverbal or "culture fair" tests
- Compare student performance to that of others in the subpopulation
- Strive for (but do not force) identification of a representative proportion of the subpopulation

Female Students

- Inservice teachers and counselors, especially at the secondary level
- Include women with nontraditional careers on the screening and selection committees
- Use formal test scores from previous years
- Counsel female gifted students

Table 2 (cont.)

Severely Physically Impaired Students

- Use tests that can be adapted to accommodate the physical handicap of the student
- Do not adhere to time requirements of tests
- Compare student performance to that of others with similar disabilities
- Use a variety of informal measures

Visually Impaired Students

- Use tests that do not require visual input
- Use Braille or large print forms of tests
- Do not adhere to time requirements of tests
- Use a variety of informal measures
- Compare student performance with that of other visually impaired students

Hearing Impaired Students

- Use nonverbal tests
- Use tests of visual learning and creativity
- Use a variety of informal measures
- Compare student performance with that of other hearing impaired students

Learning Disabled Students

- Identify students as early as possible
- Use individual measures of potential and performance
- Inservice teachers
- Solicit detailed information from parents
- Examine the level and type of compensating strategies
- Utilize teacher observations in the classroom
- Use a variety of formal and informal measures for initial screening
- Allow either potential or performance to qualify a child for screening
- Solicit peer and self-nominations
- Use creativity measures or tests of nonverbal reasoning

Table 2 (cont.)

Underachieving Students

- Identify students as early as possible
- Use individual measures of potential and performance
- Inservice teachers
- Solicit detailed information from parents
- Utilize teacher observations in the classroom
- Use a variety of formal and informal measures for initial screening
- Solicit peer and self-nominations
- Use creativity measures or tests of nonverbal reasoning
- Use the AIM, GAIM, GIFT or Whitmore's (1980) teacher checklist or rating scale

Highly Gifted Students

- Use the Stanford-Binet Form L-M
- Develop a written policy regarding acceptance of results from private, external testing
- Use off-level achievement tests, e.g., the SAT
- Utilize expert evaluation of portfolios or performances for visual/performing arts abilities
- Utilize parent reports of atypical behaviors or achievements, especially if confirmed by other adults
- Use observations by g/t teachers or the identification team
- Use student or parent interviews
- Develop IEPs for individual highly gifted students, and include the student and their parents in this process

CHAPTER 5
PROGRAM PLANNING

Preparation

When designing service delivery models for gifted/talented students within a district, it is vital that various stake holders be involved on a steering committee. Teachers, administrators, parents, specialists, community members, school board members, and perhaps even students should be involved in the early development of program vision, structure, and district policy. The Steering Committee should be directly responsible for providing awareness about the needs of gifted/talented students, come to consensus on the definition of gifted/talented, and write a program philosophy.

Planning

The next step of program planning should be to organize a Task Force composed of teachers, parents, administrators, counselors and G/T specialists to conduct a district Needs Assessment. The Task Force matches district needs to program service options. The Task Force sets program goals and designs an evaluation system for both student evaluation and program evaluation.

Implementation

The responsibility for implementation lies with the individual school Cooperative Approach to Tapping Talent (CATT) Teams and the district G/T coordinator. The CATT team is composed of two or more teachers, the principal, and a counselor (if there is one). The district G/T coordinator/facilitator acts as a consultant to the CATT Team and together they identify students, develop differentiated curriculum, and choose appropriate program options for G/T students. They also evaluate the student's progress in terms of program goals, help with program evaluation and work together to make appropriate adjustments in a student's educational program.

Staff Responsibilities

CATT Teams
Help with identification
Enrichment in the regular classroom
Flexible staffing
Good communication
Curriculum Compacting
Inservice plans
Cluster grouping
Mentors
After-school programs

G/T Facilitator(s)
Identification
Consultation with classroom teachers
Good communication
Student files
Curriculum Library
Mentor network
Summer programs
Pull-out programs

Program Options for Gifted Students

The ideal program for gifted/talented includes many options of curricular modification which are designed to meet the assessed needs of the students. Program options must provide challenging educational experiences for these students rather than just more of the same kind of experiences. One or more of the program opportunities described as follows may be appropriate for a student identified as gifted and talented. You may also find that other children can also benefit from the options listed; curriculum compacting for example. The goal of comprehensive programming is to provide appropriate educational opportunities. Flexibility is important.

Enrichment

Enrichment in Regular Classroom—Experiences provided in regular classrooms that are supplemental to the established curriculum and which are purposefully planned with the needs, interests, and capabilities of particular students in mind. Appropriate enrichment experiences are not a repetition of material.

Seminars/Convocations—Special short term sessions where students focus on one area of study.

Mentorships—A program which pairs individual students with someone who has advanced skills and experiences in a particular discipline and can serve as a guide, advisor, counselor, and role model.

Summer Enrichment Program—Enrichment classes or courses offered during the summer months.

Competitions—Organized opportunities for students to enter local, regional, state or national contests in a variety of areas.

Differentiated Curriculum—Curriculum designed to meet the needs of high ability students and differentiated according to content, process, and product.

Learning Centers—A designated area or portable center designed to enrich and/or accelerate students' interests in a given content area.

Special Classes

Honors Classes—Include differentiated curriculum and accelerated content designed for able students. These classes need not be limited to identified gifted students.

Advanced Placement Courses—College-level courses provided at the secondary level for which students may receive college credit by examination (administered by the Advanced Placement Program of the College Board).

Technology Based Education—Courses providing rigorous content and/or pace appropriate for gifted students.

Independent Study—Individually contracted indepth study of a topic.

Enrichment Classes—A group organized from one or more classrooms which meets on a regular basis to provide experiences beyond the established curriculum.

Interest Groups—Any group organized from one or more classrooms on the basis of interest in a topic, usually short term in duration.

Correspondence Courses—High school courses taken by correspondence through an approved unitersity.

Pull Out—Students are released from their regular classroom on a scheduled basis to work with a teacher trained in the education of the gifted.

Flexible Pacing

(types)

Curriculum Compacting—The content and pacing of curriculum and instruction are matched to students' abilities and needs. Students move ahead on the basis of mastery.

Acceleration and/or Grade Skipping—Administrative practices designed to allow students to progress through the curriculum and/or grade levels at a rate faster than the average.

Credit by Examination—Credit given toward high school graduation based on a local district examination covering the content ordinarily included in the subject. (IDAPA 08.02.E 12,2.C.X)

Concurrent Enrollment—Qualified students may take college courses concurrently while in high school.

Flexible Pacing

(ways to implement)

Cluster Grouping—Any classroom with a group of identified able learners purposefully organized to provide planned differentiated instruction most of the time.

Cross-Grade Grouping—Opportunity for a student to work in an advanced grade level setting with one or more students sharing a similar readiness for the learning task and performance expectations.

Individualized Education Program—A program designed to meet the particular needs of an individual student. (An option, though not required by state law.)

Other Services

Guidance and Counseling—Planned activities, sessions, policies that assist gifted and talented students in planning their academic career in-school and after high school, and that also addresses specific social-emotional needs of the gifted.

Ongoing Assessment—Students' abilities and needs are continually assessed through both formal and informal means designed to discover and nurture talent. The results are used as the basis for appropriate programming decisions.

Administrative Accommodations

To include, but not to be limited to:

1. District policy concerning evaluation, grading, and homework policy on makeup assignments from the regular classroom.

2. Thoughtful classroom placement of G/T students.

3. Budgeting for curriculum materials and staff development.

4. Flexible scheduling to facilitate some homogeneous grouping opportunities for identified G/T students, e.g., 45 minutes/day, 2 half days per week, 1 full day, or temporary cluster groups within grades or between grades, etc.

5. Extended learning activities off campus.

6. Policy and procedures that ensure the best match between student needs and program options. For example, a child who takes a high school course while in junior high should have the opportunity to receive high school credit by taking advantage of the "credit by examination" option (IDAPA 08.02 E.12,2 c.x).

CHAPTER 6
TEACHER TRAINING

WHO SHOULD TEACH THE GIFTED?

The answer to this question is simple—every teacher. There is no way to insure success in classrooms; however, districts can provide opportunities for teachers to gain an awareness and background in gifted education. When teachers have been trained, it has been shown to increase their effectiveness in identifying and adapting currilum for gifted/talented students.

There are many ways for teachers to gain these competencies, from district sponsored workshops and conferences to an intensive involvement in a university teacher program. When placing children in classrooms, it is suggested that gifted/talented students be placed with regular classroom teachers who have had training in curriculum compacting. A teacher who understands the special needs of high-potential students can make the difference between an outstanding, productive year and a year of marking time. Many students could be saved from the frustration felt by the young student quoted below:

"When asked what it was like to be gifted in a regular classroom, a gifted student adapted some words from Richard Brautigan's poem, The Memoirs of Jesse James, to create a metaphor for his school experiences:"

All the time I just sat there...waiting,

Waiting for something new to learn.

My teachers should have ridden with Jesse James

For all the learning time they have stolen from me!

(Winebrenner, 1992)

WHOM SHOULD WE HIRE TO FACILITATE THE GIFTED/TALENTED PROGRAM?

Program coordinators and facilitators of gifted/talented programs should be trained in the following areas:

- Characteristics and identification of gifted and talented
- Understanding of cognitive, affective, and psychomotor processes, higher level thought processes

- Teaching strategies, learning environments matched to gifted/talented interest and styles
- Curriculum design and differentiation methods
- Program organization and operation
- Student and program evaluation

Training provided to personnel in the gifted program can reap many benefits for the whole district as the facilitator consults with regular classroom teachers. Facilitators of the gifted and talented are encouraged to pick up courses in gifted education for their re-certification credits.

While all of the characteristics mentioned in the next section will not be found in each and every teacher, it is desirable to select teachers who have certain combinations of these traits that will assist them in working effectively with gifted/talented students.

TRAITS/ CHARACTERISTICS/ COMPETENCIES OF FACILITATORS

A teacher/facilitator for gifted/talented students must understand the special needs of individual students. Teachers of these students should also demonstrate unique or additional strengths, such as:

- capability of seeing his or her role not as a bearer of knowledge, but as a participant/ facilitator in the learning process;
- successful experiences dealing with students who have superior ability in areas of creativity, critical thinking, and problem solving;
- emotional security, allowing for involvement in inquiry more than security in the existence of facts;
- intellectual curiosity, indicating concern with the joy of learning more than being lulled by the assumption of having learned;
- ability to be comfortable with "why" questions as well as "what" questions, both for students and for self;
- mature judgment, a sense of humor, flexibility, and counseling skills;
- sensitivity to the special needs, interests, abilities of students;
- expectations of high performance for both students and self, with competencies in helping students meet these expectations;
- interests in areas such as visual/performing arts, sciences, and the cultural life of the community;
- evidence of high achievement needs, as reflected in projects, products, and/or past scholastic or creative achievements.

In addition to the characteristics, the following competencies should either have been demonstrated or the development of them included in an on-going program of inservice training:

- Have teaching experience which clearly demonstrates evidence of ability to individualize instructional procedures.
- Knowledge of the learning and behavioral characteristics of gifted/talented children and youth including differences in learning styles, interest, and needs.
- Ability to recognize areas of student potential, as well as demonstrated abilities.
- Knowledge of principles related to motivation of these students.
- Skills in applying learning principles to differentiated curriculum to develop an appropriate learning environment and program for gifted and talented.
- Skills in assisting students in independent study or development of research skills.
- Skills in determining needs of individuals and/or groups of children in the curriculum content areas or in specialized group activities or projects.
- Skills in assisting children and youth in the development and use of analytic thinking, creative thinking, and problem solving.
- Skill in an area of content specialization appropriate to the levels and learning needs of these students.
- Ability to work in conjunction/coordination with other staff members, parents, mentors, or community persons.
- Skills in planning and implementing qualitatively differentiated programs which integrate interdisciplinary knowledge and skills.
- Skills in developing and implementing an evaluation design to assess student progress or activities.

TABLE 3
DESIRABLE CHARACTERISTICS FOR GIFTED/TALENTED FACILITATORS:

CREATIVITY IN:

- thinking
- classroom management
- teaching strategies
- utilizing materials
- planning educational experiences
- use of community resources

ORGANIZATIONAL SKILLS IN:

- curriculum
- utilizing physical environment
- locating and working with community resource people
- classroom management

FLEXIBILITY IN:

- utilizing the physical environment
- utilizing a variety of materials and equipment
- modifying lessons to capitalize on opportunities for spontaneous learning

WARMTH AND SINCERITY:

- in accepting and encouraging individual differences and nonconformity of gifted children
- for fellow professionals and colleagues
- in working with parent relationships

KNOWLEDGE IN:

- the area of gifted children, needs and characteristics
- one field or area of expertise
- the problem solving methods utilized to relate various broad areas or disciplines
- teaching strategies specifically geared to the gifted

ENTHUSIASM FOR:

- the learning process
- the development of a gifted program
- the individualization of learning
- creativity in teaching and learning

RESOURCEFULNESS IN:

- locating supplementary materials
- identifying resource individuals
- locating sites for meaningful educational experiences

Taken from the Florida Resource Manual for Gifted Child Education.

CHAPTER 7
EVALUATION

PROGRAM EVALUATION

Program evaluation provides information useful in making decisions about the future of gifted programs. One major question needs to be addressed in the evaluation process: How can we focus the program evaluation on questions connected to improving the program rather than just judging its current success? Gifted/talented programs come and they go, and they are consistently "at risk." District administrators must be able to demonstrate the success of the program to the school board, parents, community members, and the Department of Education. This is called "accountability."

A successful form of evaluation uses a method called "triangulation." This means that the program will be viewed from several different decision makers as they analyze one or more different aspects of the program. Once program planners decide who will evaluate each section of the program, instruments like questionnaires, survey forms, and rating scales can be developed. The matrix on the next page shows how a district might choose to collect data.

Collection of data is only the first part of the evaluation process. After data has been collected and compiled into a meaningful report, it must be analyzed and shared. Key decision makers need feed back on the results, and program modifications should emerge from the final report.

Extensive program evaluation should occur no less than every five years. Best practices would indicate a phase of data collection be an ongoing process from year to year with the final report being written at the end of the fifth year. This allows for flexibility and change along the way.

TRIANGULATION

Triangulation is a valuable concept that any program participant can use to guide an effective self-evaluation. Triangulation is used to analyze data. It involves testing one source of information against another to strip away alternative explanations. For example, an evaluator might think that a gifted and talented program was primarily a Humanities-literature oriented program because students were observed discussing literature, reciting lines from plays, and critiquing each other's literary reports during most of the week. However, a review of the program calendar might indicate that this flurry of activity was merely the culmination of the Humanities portion of a much broader program. Similarly, a student might say that he is getting straight As. Comparing these statements with program records and teacher evaluations not only establishes the student's credibility, but more importantly,

reveals participants' (often differing) perspectives about the program. Triangulation may help confirm or disprove information and can force the evaluator to probe further to reveal another level of information. In both cases, the evaluator learns something about the program's effectiveness and about how well it matches its stated philosophy in practice.

Triangulation is at the cornerstone of every gifted and talented education program evaluation. This approach requires the collection of basic program documentation, such as statements describing the program's philosophy, curriculum, staffing, finances, as well as information about identification, screening, and selection criteria. Then the evaluator must collect additional data from observations and interviews and other sources to compare it with the stated policies, goals, and objectives. Triangulation allows the evaluator to penetrate the veneer of a program. It also allows program participants to see themselves as they really are as compared with how they would like to see themselves. In this process, evaluation can help program participants approximate their goals and objectives and thus more closely resemble their idealized picture of themselves.

SPECIFIC GUIDELINES FOR EVALUATING GIFTED AND TALENTED EDUCATION PROGRAMS

Guideline One: Make sure program documentation exists.

Program documentation should describe the program's philosophy; curriculum; staffing; financial, library, and computer resources; identification and screening procedures; and selection criteria. In addition, classroom schedules and maps of the physical layout will facilitate any evaluation.

Guideline Two: Make sure you review as many relevant data sources as possible.

Interviews and observations are critical. In addition, archival documentation, such as newsletters, financial reports, student letters, parent letters, past evaluation reports, newspaper articles, and many other documents provide pertinent data about the program's impact and role in the community.

Guideline Three: Make sure you compare the program's stated goals with their actual performance.

Does the program operate in accordance with its own philosophy (academically and in terms of governance)? Does the curriculum reflect the philosophy and goals of the school? Do the staff members appear to understand and implement the stated program philosophy? How do teachers translate the program's philosophy into practice in their teaching?

Guideline Four: Make sure you describe and assess the climate.

Are students engaged? Are teachers stimulating, thoughtful, and knowledgeable? Is

communication between staff and administration constructive and cooperative or antagonistic and fragmented? Similarly, what is the nature and tone of communication with and among students.

Guideline Five: Make sure you talk to students.

The purpose of gifted and talented education programs is to serve students. Time should be devoted to informally interview students about their own progress (including a review of their portfolio, records, or projects) and their evaluation of the program. Student academic achievement and behavior code data are critical to any gifted and talented education program evaluation.

Guideline Six: Make sure program finances are reviewed.

Is the program budget sufficient, if not, why not? Is the money being used as intended, if not, why not? Is financial program planning adequate and appropriate to meet the needs of the program in the foreseeable future?

Guideline Seven: Make sure community and school board components are included in the evaluation.

Do community and school board members support the program? What is the evidence? Do parents participate in the program? What are the obstacles to community and board support if any?

TIPS FOR CONDUCTING A SMOOTH EVALUATION

The process of conducting program evaluation can be both onerous and threatening if careful planning has not occurred. Early consideration of several important factors can reduce the burden of evaluation for everyone.

Timing of Data Collection

Try to select a time schedule which spaces activities throughout the program year. Two critical times to avoid are the beginning and ending weeks of school. Testing and other inventories can often be conducted during "off" time periods in regard to the program. A quick check with staff before the schedule is set can save time and eliminate bad feelings.

Standardization of Procedures

In order to obtain reliable data, instruments must be administered under similar conditions. Written instructions to teachers, even for attitudinal instruments, can be helpful in keeping procedures consistent. At least one staff development session at the beginning of the year should be devoted to a discussion of evaluation procedures.

Organization of Data in a Simplistic Manner

Remember that people who know little about gifted education will be perusing the data. Prepare the material as logically and consistently as possible. Include a table of contents and paragraph introductions that share the nature of the data and any valid interpretations that can be made.

Consistency in Format and Data Reporting

Charts or supporting graphs give the reader a quick overview of an evaluation report. Avoid long or complicated summary tables. Condense data so that the layman can interpret it easily.

Final Evaluation Report

Send the report to all evaluation participants as well as key decision makers within the school district. Ask for a slot on the school board calendar to share salient points. A good, interpretive summary of the data collected is invaluable and should precede the body of the report.

Use of the Evaluation Data for Future Planning

Perhaps the most important use of evaluation data is for the purpose of future planning and decision making. The data gleaned should provide answers to the following critical questions:

1. Are the right students being selected for the program in the right numbers?
2. What aspects of the curriculum need revision?
3. Are activities of the program appropriate to the needs of the students?
4. Is the staff capable of carrying out the goals and objectives of the program?
5. Is the staff development component successful? How should it be structured next year?
6. Should the program continue in its present form with modifications, or should a new kind of program be instituted?

Decisions in each of these areas need to be made annually. Only sound evaluation data can facilitate intelligent decision making so that programs can be modified or expanded in ways that truly meet the needs of gifted students.

EXAMPLE D
PROGRAM EVALUATION MATRIX

Sources of Data						
Key Program Features						
Resources	G/T Personnel	Administrators	Classroom Teachers	Parents	Students	Community Members
Personnel, books, materials, equipment, facilities	Inventory					Inventory
ID Methods			Personal Interview	Personal Interview		
Teacher Inservice	Checklist	Needs Assessment	Rating Scale			
Curriculum Goals & Challenge		Personal Interview		Personal Interview		Interview
Student Achievement/ Products	Rating Scale				Rating Scale	Rating Scale
Attitudes toward Program Services			Survey	Survey	Survey	

Student Evaluation

Typical school-directed evaluations, such as pre-tests, post-tests, demonstrations and analysis of products determine the achievement of basic knowledge, but rarely go beyond the recall level of cognition.

Evaluation that maximizes students' potential must be consistent with the following four major process objectives:

- higher level critical and creative thinking
- independent learning
- advanced communication skills
- higher level emotional and social skills

This will require that current methods (pre-tests, post-tests, demonstrations and standardized tests) be modified in the following ways:

- their weight in evaluation
- the learning environment (the context of evaluation)
- who is involved in evaluation (the evaluators)
- what aspects of student learning are to be evaluated (which must be related to the advanced curriculum objectives)
- the evaluation criteria to be applied
- the procedures to be used

1. Focus of Student Evaluation

One important curriculum objective is to have students learn to evaluate themselves. Student self-evaluation fosters higher level critical thinking skills, higher levels of emotional and social skills, and self-direction in learning. This is necessary for the maximum development of gifted potential. It is the role of the teacher to teach the gifted to objectively evaluate their projects and their individual progress, rather than relying exclusively on the judgments of adults or others.

Evaluation should emphasize individual progress, rather than competitive ratings that are based on external standards.

2. Learning Environment

An atmosphere that is consistent with the goals of evaluation in gifted education should support the following:

- Open-mindedness that allows for the expression and critiquing of diverse views. This is essential for the development of critical thinking skills.

- Evaluation criteria that include originality and divergence. This is crucial for fostering creativity.
- Respect for differences, acceptance of limitations and stress on cooperation as well as competition are required for the nurturing of emotional and social potential.
- Student opportunities for self-evaluation and decision-making will develop all aspects of gifted potential.

3. Evaluators

As students develop projects there should be appropriate, authentic, outcomes based, criterion-referenced evaluation from teacher, peer and self.

a. Self

Rather than depending on test scores or adults, students should become more responsible for theirown progress through self evaluation. Teachers should prepare students by structuring an evaluation process, either through a criterion-referenced, outcomes based check-list developed with students, or by predetermined mutually agreed upon criteria for evaluation.

b. Peer

Participating in peer evaluation of products develops the following abilities:

- application of evaluation criteria
- offering constructive criticism
- accepting the limitations of others and self
- becoming an independent learner

c. Teacher

The purpose of teacher evaluation is not to give the final word, but to help students test their evaluations of their progress and products.

d. Professional

Professionals in the field or medium used in students' products should participate in evaluation. This should be done occasionally on the elementary level and regularly on the secondary level. The purpose is not for professionals to give grades, but to teach students appropriate evaluation criteria and how they are applied.

4. What is to be evaluated

The following aspects of students' learning (related to appropriate objectives for maximizing potential) may be evaluated:

- products
- process skills used in class, in peer interactions and in products
- emotional development

- individual, rather than just comparative progress

5. Evaluation Criteria

Appropriate evaluation of students' projects should emphasize individual progress as measured by predetermined criteria.

These criteria should be related to criteria used in professional fields. This is done to give students a realistic evaluation framework. The emphasis of the criteria should be on:

- individual progress, rather than just comparative judgments
- originality, rather than conformity to teacher expectations
- the process of learning, rather than only the outcome or product

The criteria will vary depending on what is being evaluated. Teachers and students should discuss and agree upon the criteria used to evaluate possible products, process or individual progress. Possible criteria include:

a. **Creativity**

- originality (how unusual)
- elaboration (how detailed, complete, or effective)
- flexibility (how different media or information is related)
- fluency (how many, or how much—this is the least important)

b. **Critical thinking**

- clarity of expression
- clarity of analysis
- appropriateness of evaluation
- appropriateness of form and style to the medium of expression and for the intended audience

c. **Appropriate level of material**

(vocabulary, complexity, etc.)

d. **Independence or cooperation**

(depending on the agreed upon criteria).

e. **Individual progress**

It is useful to get baseline data (or a "pre-assessment") on students by evaluating a product at the beginning of the year. This may be compared to a post-assessment of a similar sample at the end of the year in order to measure individual progress.

f. **Professional standards** (as they apply to student products). Different media, or different products (a research

paper, a poem, a play, a computer program, a business letter, etc.) require different criteria.

Students with gifted potential should become familiar with the criteria used for evaluation in professional fields (non-academic). These criteria will eventually be used to evaluate and judge their work as adults. After understanding real world standards, students should evaluate their growth toward them rather than having the standards stringently applied to their work.

6. Evaluation Procedures

a. Teaching evaluation

Essential elements for teaching students evaluation should include:

- developing criteria with students
- developing methods for making criterion referenced assessment (checklists)
- deciding who will be involved in the assessment
- applying criteria as consistently as possible

b. Grading

If grades are to be assigned, they should reflect both quality as perceived by others and by self. Students should not be penalized because they are in some form of homogeneous grouping. Their work should earn grades that are no lower than what they would get for the same work in a regular class.

c. Methods

It is recommended that several of the following authentic, performance based methods or indicators of performance be used in evaluating student progress in relation to specific criteria.

These include:

- personal journals
- checklists (for product or process evaluation)
- demonstrations
- peer teaching
- observations by trained professionals
- rating scales for products (not students)
- classroom discussions
- open-ended questions
- essays (oral and written)
- objective tests (when applicable to higher level objectives)

Credit for this entire section is given to:
Richert, E.S., Global Institute for Maximizing Potential.

COMMENTS/NOTES:

FORMAL MEASURES

KEY

\# = Number of corporations reporting usage in 1989-90 grant proposals

Levels Tested
P = Primary
I = Intermediate
M = Middle/Jr High School
H = High School

Focus of Test
I = Intellectual
A = Academic
C = Creativity
L = Leadership
V = Visual Arts
P = Performing Arts
O = Other

Content Areas
L = Language Arts
S = Social Studies
M = Mathematics
Sc = Science

Administration
G = Group Measure
I = Individual Measure

SIS Availability
B = Ball State
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P = Purdue
W = Wilson Ed Center

Name of Instrument	#	Levels	Focus	Content	Admin	SIS
Academic Promise Tests	0	IMH	A	LM	G	B
Alternative Uses, Form B&C	0	PIM	C	—	G	B
Arlin Test of Formal Reasoning	1	MH	I	—	G	IPW
Blind Learning Aptitude Test	0	PIMH	I	—	I	—
California Achievement Test	245	PIMH	A	LM	G	—
Cartoon Conservation Scales	0	PI	I	—	GI	—
Cattell Culture Fair Intelligence Series	0	PIMH	I	—	G	—
Christensen-Guilford Fluency Tests	0	H	C	—	GI	B
CIRCUS	0	P	I	—	GI	—
Cognitive Abilities Test	7	PIMH	I	—	G	BP
College Board Achievement Tests	0	H	A	LSMSc	G	—
Columbia Mental Maturity Scale	0	PIMH	I	—	I	—
Comprehensive Tests of Basic Skills	0	PIMH	A	LSMSc	G	—
Comprehensive Tests of Basic Skills Readiness Test	0	PIMH	A	LSMSc	G	B
Cornell Critical Thinking Tests	0	IM	I	—	G	BIPW

Name of Instrument	#	Levels	Focus	Content	Admin	SIS
Creativity Assessment Packet	3	IMH	C	—	G	PI
Developing Cognitive Abilities Test	21	MH	I	—	G	BI
Differential Aptitude Tests	0	MH	O	LMO	G	BP
Gordon's Musical Aptitude Profile	0	IMH	P	music	I	—
Graves Design Judgment Test	0	MH	V	art	G	—
Gross Geometric Forms: Creativity Test for Children	0	PI	C	—	I	B
Group Inventory for Finding Creative Talent	1	PI	C	—	G	I
Guilford's Creativity Tests for Children	0	PI	C	—	G	B
Henmon-Nelson Tests of Mental Ability	0	P	I	—	G	B
Horn Art Aptitude Inventory	0	H	V	art	G	BIP
Indiana Statewide Testing for Educational Progress	245	PIMH	A	LSMSc	G	—
Intermediate Measure of Music Audiation	0	PI	P	music	I	—
Iowa Tests of Basic Skills	9	PIMH	A	LSM	G	—
Kaufman Assessment Battery for Children	0	PI	I	—	I	—
Kaufman Test of Educational Achievement	0	PIMH	A	LM	I	B
Khatena-Torrance Creative Perception Inventory	0	MH	C	—	G	BIP
Kuhlmann-Anderson Tests	1	PIMH	A	LM	I	I
Lambert,Hartsough,BowerTest	0	PIM	I	—	GI	B
Leiter International Performance Scale	0	PIMH	I	—	I	—
Lorge-Thorndike Intelligence Test	0	PIMH	I	—	I	—
Matrix Analogies Test	0	PIMH	I	—	G	BI
McCarthy Scales of Children's Abilities	0	PI	I	—	I	—
Meier Art Judgement Tests	0	MH	V	art	I	BIW
Metropolitan Achievement Tests	1	IMH	A	LSMSc	G	—
MUFFS: Peer Identification Instrument	0	PI	L	—	G	BP
Music Achievement Test	0	PIMH	P	music	GI	—
Musical Aptitude Profile	0	IMH	P	music	I	B
Orleans-Hanna Algebra Prognosis Test	1	MH	A	M	G	—
Otis-Lennon School Ability Test	33	PIMH	I	—	G	BI
Peabody Individual Achievement Test	0	PIMH	A	LM	I	—
Peabody Picture Vocabulary Test-Revised	0	PI	I	—	I	—

Name of Instrument	#	Levels	Focus	Content	Admin	SIS
Preschool and Kindergarten Interest Descriptor	0	P	C	—	I	—
Primary Measure of Music Audiation	0	P	P	music	GI	B
Ravens Advanced Progressive Matrices	0	IMH	I	—	I	—
Ravens Progressive Matrices	3	IMH	I	—	I	BP
Reach Tests, Forms A & B	0	PI	I	—	G	B
Ross Test of Higher Cognitive Processes	1	I	I	—	G	BIPW
Scholastic Aptitude Test	0	MH	A	LM	G	—
Screening Assessment for Gifted Elem Students	5	PI	I	—	I	BIPW
Seashore Measures of Musical Talents	0	IMH	P	music	GI	—
Sequential Tests of Educational Progress	0	IMH	A	LSMSc	G	—
Short Form Test of Academic Aptitude	0	PIMH	I	—	G	—
Slosson Intelligence Test	9	PIMH	I	—	G	BIPW
SRA Achievement Series	0	PIMH	A	LSMSc	G	—
Stanford Achievement Test	0	PIMH	A	LSMSc	G	—
Stanford-Binet Intelligence Scale	4	PIMH	I	—	I	—
Structure of Intellect-Gifted Screening Form	0	PIMH	I	—	G	—
Structure of Intellect-Learning Abilities Test	3	PIMH	I	—	G	—
System of Multicultural Pluralistic Assessment	0	PI	I	—	I	P
Test of Early Mathematics Ability	0	P	A	M	I	BIP
Test of Early Reading Ability-2	0	PI	A	L	I	I
Tests of Achievement and Proficiency	0	H	A	LSMSc	G	P
Tests of Cognitive Skills	0	PIMH	I	—	G	—
Thinking Creatively in Action and Movement	0	P	C	—	I	IPW
Thinking Creatively with Sounds and Words	0	PIMH	C	—	I	IPW
Torrance Tests of Creative Thinking	3	PIMH	C	—	GI	BIPW
Watson-Glaser Critical Thinking Appraisal	0	H	I	—	G	BPW
Wechsler Adult Intelligence Scale-Revised	0	H	I	—	I	—
Wechsler Intelligence Scale for Children-Revised	4	PIMH	I	—	I	—
Wechsler Preschool and Primary Scale of Intelligence	0	P	I	—	I	—
Wide Range Achievement Test	1	PIMH	A	LM	I	IPW
Woodcock-Johnson Psycho-Educational Battery	2	PIMH	I	—	I	—

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Name of Instrument	#	Levels	Focus	Content	Admin	SIS
A Survey of Students' Educational Talents and Skills	0	PI	ICVP	—	GI	I
Abstract Reasoning Indicator	0	IMH	I	—	GI	I
Achievement Identification Measure	0	PIMH	O	—	I	IPW
Achievement Identification Measure-Teacher Obs.	0	PIMH	O	—	I	I
Biographical Inventory Form	0	IMH	IAVL	—	GI	BP
Checklist of Creative Positives (Torrance)	0	PIMH	C	—	I	—
Clark's Drawing Abilities Test	0	IMH	V	art	G	—
Creativity Attitude Survey	0	I	C	—	G	B
Creativity Checklist	0	PIMH	C	—	G	BI
DeHaan Checklists for Identifying Children Who are Gifted, Creative or Talented	0	PIMH	ACLVP	LSc art music drama	I	—
Early Identification Screening Program	0	P	I	—	I	B
Early Screening Inventory	0	P	I	—	I	W
Eby Elementary Identification Instrument	1	PIM	IC	—	I	IP

Name of Instrument	#	Levels	Focus	Content	Admin	SIS
Ennis-Weir Critical Thinking Essay Test	0	MH	I	—	G	BIPW
Fisher Comprehensive Assessment of Giftedness Scale	0	IMH	O	—	I	I
Gifted Student Screening Scale	0	PIMH	IC	—	I	W
Gifted and Talented Screening Form	0	PIM	all	—	I	BI
Group Achievement Identification Measure	0	IMH	O	—	G	I
Indiana Musicality Audition	0	PIMH	V	art	G	—
Leadership Skills Inventory	0	IMH	L	—	I	BIW
Preschool Talent Checklists	0	P	all	—	I	P
Purdue Academic (Secondary) Rating Scales	0	MH	A	LSMSc	I	—
Purdue Elementary Problem Solving Inventory	0	PI	I	—	GI	B
Purdue Vocational Talent Scales	0	MH	O	vocatns	I	—
Renzulli Scales for Rating the Behavioral Characteristics of Superior Students	42	PIMH	all	—	I	BIPW
Scales of Creativity and Learning Environment	0	PIMH	I	—	I	—
Silverman-Waters Parent Checklist	0	PIMH	I	—	I	IW
Simons Measurements of Music Listening Skills	0	P	P	music	G	—
Stallings Environmentally Based Screen	0	P	I	—	I	—
Vallett Inventory of Critical Thinking Abilities	0	PI	I	—	I	IW
Wallach-Kroger Creativity Instrument	0	H	I	—	I	P

Sample 1. Teacher Rating Scale 1

Student Name: _____ Age: _____

School: _____ Grade: _____

Teacher: _____ Date: _____

Please rate the student on the following characteristics by circling the appropriate number, using the following criteria:

1 Seldom or never observe this characteristic
2 Occasionally observe this characteristic
3 Frequently observe this characteristic
4 Almost always observe this characteristic

CHARACTERISTICS

1. Has unusually good vocabulary	1	2	3	4
2. Has ideas which are often very original and imaginative in one or more areas	1	2	3	4
3. Has an unusually good memory	1	2	3	4
4. Is alert and keenly observant; responds quickly	1	2	3	4
5. Has a long attention span	1	2	3	4
6. Uses longer sentences than peers	1	2	3	4
7. Reasons things out; thinks clearly; recognizes relationships; comprehends meanings	1	2	3	4
8. Is curious about places outside immediate environment	1	2	3	4
9. Is informed about a variety of areas	1	2	3	4
10. Shows a high level of sensitivity and empathy	1	2	3	4
11. Has an excellent sense of humor	1	2	3	4
12. Is an independent worker	1	2	3	4
13. Has a variety of interests	1	2	3	4
14. Is a leader in several kinds of activities; is able to influence others to work toward desirable goals	1	2	3	4
15. Has outstanding talent in a special area (indicate area: _____)	1	2	3	4

I consider this student, as a candidate for a gifted/talented program, to be:
___Superior ___Very Good ___Average ___Below Average

Comments: _____

_____

Sample 2. Teacher Rating Scale 2:Drama

Directions: The following students have indicated their interest in the Children's Theater program. We would appreciate your input regarding their creative and dramatic abilities. Use the key below in determining the rating for each item.

A = Superior ability/attitude
B = Above average ability/attitude
C = Average ability/attitude
D = Below average ability/attitude

	STUDENT NAMES							
Displays much curiosity								
Generates many unique ideas and solutions								
Enjoys participating in class skits or plays								
Can easily tell a story or share experiences								
Holds the attention of the group when speaking								
Uses gestures and facial expression to show feelings								
Can imitate others, mimicking speech, walk, etc.								
Is uninhibited in expressing ideas and opinions								
Shows sensitivity, identifies with the moods of others								
Accepts suggestions and criticisms positively								

Sample 3. Teacher Rating Scale 3: Visual Arts

Name of Student:_____ Grade:_____

School:_____ Teacher:_____

	Seldom	Occasionally	Frequently	Always
Is more apt to respond to artistic peer and adult role models				
Possesses a well developed visual memory				
Has a high curiosity level that stimulates active imagination				
Is more apt to respond to environmental observations and changes				
Is capable of original thinking				
Has the ability to generalize				
Examines problems critically				
Is able to concentrate for long periods of time				
Seeks challenging experiences that are goal-oriented				
Engages in compulsive pursuit of special interests				
Imposes self-criticism that interferes with task satisfaction				
Column Total				
Weight	1	2	3	4
Weighted Column Total				
OVERALL TOTAL				

Sample 4. Teacher Rating Scale 4: Underserved Students

Name of Student:_____ Grade:_____

School:_____ Teacher:_____

Course (Secondary):_____

I. EVIDENCE OF POSSIBLE GIFTEDNESS

Please indicate the degree to which the pupil exhibits the following characteristics. Mark only those characteristics that have been observed.

	1 Slight	2 Moderate	3 Marked
1. Takes initiative and shows independence of action	_____	_____	_____
2. Shows leadership ability	_____	_____	_____
3. Shows adaptive social reasoning and/or behavior	_____	_____	_____
4. Is alert, observant, curious	_____	_____	_____
5. Shows motivation and drive, enjoys challenges	_____	_____	_____
6. Learns easily through experience	_____	_____	_____
7. Retains and uses ideas	_____	_____	_____
8. Can transfer learning from one situation to another	_____	_____	_____
9. Demonstrates fluency in verbal expression	_____	_____	_____
10. Has a fund of information and range of vocabulary	_____	_____	_____
11. Has varied interests	_____	_____	_____
12. Shows imagination, originality and creativity	_____	_____	_____
13. Is flexible and resourceful in problem solving	_____	_____	_____
14. Demonstrates abstract thinking ability	_____	_____	_____

Sample 4. (continued)

	1 Slight	2 Moderate	3 Marked
15. Has a good sense of humor	_____	_____	_____
16. Demonstrates persistence in tasks	_____	_____	_____
17. Shows facility in learning English, if bilingual	_____	_____	_____

Other evidence of giftedness (i.e., art, music, drama or mechanical abilities):_____

II. EVIDENCE OF UNDERACHIEVEMENT

Please check the factors below that give evidence of the student's underachievement.

_____ Teacher observation and evaluation of student's daily work reveals a relative lack of quality and depth.

_____ Report card marks and cumulative records show a pattern of inconsistent achievement.

_____ Parents express opinions that the student is not achieving to his/her full potential.

_____ Student expresses a desire to achieve at a higher level in academic areas.

_____ Standardized test data listed below show a discrepancy between the student's potential and achievement:
Achievement Test Scores:_____
Intelligence Test Scores:_____

III. EVIDENCE OF HANDICAP

Please check all factors below that apply to the student.

Environmental Handicaps

____ Limited experiential background
____ Irregular attendance
____ At least 3 moves in elementary years
____ Limited enrichment opportunity in home
____ Home responsibilities interfering with learning

Sample 4. (continued)

Language Handicaps
- _____ Lack of proficiency in any language
- _____ Limited opportunity to acquire depth in English
- _____ Nonstandard English interfering with learning

Cultural Handicaps
- _____ Limited experiences in dominant culture
- _____ Few experiences in any culture which stimulate intellectual growth
- _____ Subculture standards in conflict with dominant culture standards

Economic Handicaps
- _____ Residence in a depressed economic area
- _____ Low family income at a subsistence level
- _____ Necessary student employment interfering with learning
- _____ Family unable to afford enrichment materials and experiences

Disabilities
- _____ Blind or vision impaired
- _____ Deaf or hearing impaired
- _____ Learning disabled
- _____ Physically handicapped:_____

Sample 5. Renzulli Rating Scale Part I: Learning Characteristics

Joseph S. Renzulli/Linda H. Smith/Alan J. White/Carolyn M. Callahan/Robert K. Hartman

Name _____ Date _____

School _____ Grade _____ Age _____

Teacher or person completing this form _____

How long have you known the child? _____ Months _____

Check appropriate column: 1. Seldom/Never 3. Frequently
2. Occasionally 4. Almost always

		1	2	3	Always
1.	Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness" of expression, elaboration, and fluency.				
2.	Possesses a large storehouse of information about a variety of topics (beyond the usual interests of youngsters his age).				
3.	Has quick mastery and recall of factual information.				
4.	Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions (as distinct from informational or factual expressions); wants to know what makes things (or people) "tick."				
5.	Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; looks for similarities and differences in events, people, and things.				
6.	Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc. than others.				
7.	Reads a great deal on his own; usually prefers adult level books; does not avoid difficult material; may show a preference for biography, autobiography, encyclopedias, and atlases.				
8.	Tries to understand complicated material by separating it into its respective parts; reasons things out for himself; sees logical and common sense answers.				
	Add Column Total				
	Multiply by Weight				
	Add Weighted Column Totals				
	Total Score				

Sample 6. Renzulli Rating Scale Part II: Motivational Characteristics

Joseph S. Renzulli/Linda H. Smith/Alan J. White/Carolyn M. Callahan/Robert K. Hartman

Name _____ Date _____
School _____ Grade _____ Age _____
Teacher or person completing this form _____
How long have you known the child? _____ Months _____

Check appropriate column: 1. Seldom/Never 3. Frequently
2. Occasionally 4. Almost always

		1	2	3	Always
1.	Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get him to move on to another topic.)				
2.	Is easily bored with routine tasks				
3.	Needs little external motivation to follow through in work that initially excites him.				
4.	Strives toward perfection; is self critical; is not easily satisfied with his own speed or products.				
5.	Prefers to work independently; requires little direction from teachers.				
6.	Is interested in many "adult" problems such as religion, politics, sex, race--more than usual for age level.				
7.	Often is self assertive (sometimes even aggressive); stubborn in his beliefs.				
8.	Likes to organize and bring structure to things, people, and situations.				
9.	Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things.				
	Add Column Total				
	Multiply by Weight				
	Add Weighted Column Totals				
	Total Score				

Sample 7. Renzulli Rating Scale Part III: Creativity Characteristics

Joseph S. Renzulli/Linda H. Smith/Alan J. White/Carolyn M. Callahan/Robert K. Hartman

Name _____ Date _____

School _____ Grade _____ Age _____

Teacher or person completing this form _____

How long have you known the child? _____ Months _____

Check appropriate column: 1. Seldom/Never 3. Frequently
2. Occasionally 4. Almost always

		1	2	3	Always
1.	Displays a grea. deal of curiosity about many things; is constantly asking questions about anything and everything.				
2.	Generates a large number of ideas or solutions to problems and questions; often offers unusual ("way out") unique, clever responses.				
3.	Is uninhibited in expressions of opinion; is sometimes radical and spirited in disagreement; is tenacious.				
4.	Is a high risk taker; is adventurous and speculative.				
5.	Displays a good deal of intellectual playfulness; fantasizes; imagines ("I wonder what would happen if..."); manipulates ideas (i.e., changes, elaborates upon them); is often concerned with adapting, improving and modifying institutions, objects, and systems.				
6.	Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.				
7.	Is unusually aware of his impulses and more open to the irrational in himself (freer expression of feminine interest for boys, greater than usual amount of independence for girls); shows emotional sensitivity.				
8.	Is sensitive to beauty; attends to aesthetic characteristics of things.				
9.	Nonconforming; accepts disorder; is not interested in details; is individualistic; does not fear being different.				
10.	Criticizes constructively; is unwilling to accept authoritarian pronouncements without critical examination.				
	Add Column Total				
	Multiply by Weight				
	Add Weighted Column Totals				
	Total Score				

Sample 8. Renzulli Rating Scale Part IV: Leadership Characteristics

Joseph S. Renzulli/Linda H. Smith/Alan J. White/Carolyn M. Callahan/Robert K. Hartman

Name _____ Date _____
School _____ Grade _____ Age _____
Teacher or person completing this form _____
How long have you known the child? _____ Months _____

Check appropriate column: 1. Seldom/Never 3. Frequently
2. Occasionally 4. Almost always

		1	2	3	Always
1.	Carries responsibility well; can be counted on to do what he has promised and usually does it well.				
2.	Is self-confident with children his own age as well as adults; seems comfortable when asked to show his work to the class.				
3.	Seems to be well liked by his classmates.				
4.	Is cooperative with teacher and classmates; tends to avoid bickering and is generally easy to get along with.				
5.	Can express himself well; has good verbal facility and is usually well understood.				
6.	Adapts readily to new situations; is flexible in thought and action and does not seem disturbed when the normal routine is changed.				
7.	Seems to enjoy being around other people; is sociable and prefers not to be alone.				
8.	Tends to dominate others when they are around; generally directs the activity in which he is involved.				
9.	Participates in most social activities connected with the school; can be counted on to be there if anyone is.				
10.	Excels in athletic activities; is well coordinated and enjoys all sorts of athletic games.				
	Add Column Total				
	Multiply by Weight				
	Add Weighted Column Totals				
	Total Score				

Sample 9. Parent Rating Scale 1

Student Name:_____ _____ Grade:_____

School:_____ Teacher:_____

In each of the three sections below, circle the number which indicates how often you observe the characteristics in the behavior of your child.

	0 Never	1 Seldom	2 Sometimes	3 Frequently
LEARNING CHARACTERISTICS				
• Advanced vocabulary	0	1	2	3
• Good memory	0	1	2	3
• Learns very quickly	0	1	2	3
• Seems to know many things	0	1	2	3
• Generalizes skillfully	0	1	2	3
• Understands concrete ideas	0	1	2	3
• Understands abstract ideas	0	1	2	3
• Can state similarities and differences in relationships	0	1	2	3
• Understands cause and effect	0	1	2	3
• Makes decisions easily	0	1	2	3
• Eager to learn new ideas	0	1	2	3
CREATIVITY CHARACTERISTICS				
• Questioning, very curious about many topics	0	1	2	3
• Has many ideas	0	1	2	3
• Sees things in many different ways	0	1	2	3
• Offers unique or unusual solutions	0	1	2	3
• Adds interesting details	0	1	2	3
• Transforms or combines ideas	0	1	2	3
• Sees implications or consequences easily	0	1	2	3
• Willing to take risks	0	1	2	3
• Comfortable with disagreements	0	1	2	3
• Appreciates subtle humor, paradox or discrepancies	0	1	2	3
MOTIVATION CHARACTERISTICS				
• Sets own goals, standards and plans	0	1	2	3
• Intense involvement in preferred tasks	0	1	2	3
• Enthusiastic about interests and activities	0	1	2	3
• Needs little external motivation when pursuing preferred tasks	0	1	2	3
• Prefers to concentrate on preferred tasks	0	1	2	3
• High level of energy	0	1	2	3
• Does not give up easily	0	1	2	3
• Completes projects	0	1	2	3
• Eager for new challenges	0	1	2	3
• Assumes responsibility	0	1	2	3

Parent Signature: _____ Date: _____

(Adapted by Kay W. Kelly from the Renzulli Scales)

Sample 10. Parent Rating Scale 2

Student Name:_____ Grade:_____

School:_____ Teacher:_____

Please rate the following items as each best describes your child as you see him/her. Use the following rating scale:

	1 Seldom or Never	2 Occasionally	3 Regularly	4 Frequently	5 Almost Always
Is alert beyond his/her years	1	2	3	4	5
Has interests of older children in games and reading	1	2	3	4	5
Sticks to a project once started	1	2	3	4	5
Is observant	1	2	3	4	5
Has lots of ideas to share	1	2	3	4	5
Has many different ways of solving problems	1	2	3	4	5
Is aware of problems others often do not see	1	2	3	4	5
Uses unique and unusual ways of solving problems	1	2	3	4	5
Wants to know how and why	1	2	3	4	5
Likes to pretend	1	2	3	4	5
Asks a lot of questions about a variety of subjects	1	2	3	4	5
Is not concerned with details	1	2	3	4	5
Notices beautiful things	1	2	3	4	5
Is able to plan and organize activities	1	2	3	4	5
Often finds own mistakes	1	2	3	4	5
Often corrects own mistakes	1	2	3	4	5
Makes up stories that show unique ideas	1	2	3	4	5
Has a wide range of interests	1	2	3	4	5
Gets other children to do what he/she wants	1	2	3	4	5
Sets high standards for self	1	2	3	4	5
Chooses difficult problems over simple ones	1	2	3	4	5
Is able to laugh at self	1	2	3	4	5

Sample 11. Parent Rating Scale 3: Visual Arts

Student Name:_____ Grade:_____

School:_____ Teacher:_____

Parent Name:_____ Date:_____

The Art Department is attempting to identify students with special ability in art. As a parent, you have knowledge that would be helpful to the school in this selection process. All information will be held in the strictest confidence. Please check the column that most aptly describes your child.

	Almost Always	Often	Occasionally	Don't Know
Draws, paints or works with other art materials at home	____	____	____	____
Expresses a desire to visit museums, exhibitions, etc.	____	____	____	____
Is curious about people, things and events around him/her	____	____	____	____
Expresses opinion about decorations in and around the home	____	____	____	____
Is asked by others to do art work	____	____	____	____
Takes pride in doing things well	____	____	____	____
Uses spending money to buy art supplies	____	____	____	____
Enjoys and appreciates the art of others	____	____	____	____
Comments on the colors, shapes and structure of things	____	____	____	____

(Source: Baltimore County Public Schools)

Sample 12. Parent Rating Scale 4: Music

Student Name:_____ Grade:_____

School:_____ Teacher:_____

Please help us in planning appropriate musical instruction for your child by responding to the following questions about the kinds of activities he/she seems to enjoy.

PART I: GENERAL INTERESTS

Before each of the following statements, place the number that you feel most closely represents your observation of your child's interests and activities. Use the following scale:

1 I seldom or never observe this behavior.
2 I occasionally observe this behavior.
3 I observe this behavior about half of the time.
4 I frequently observe this behavior.
5 I almost always observe this behavior.

_____Sings spontaneously while working or playing

_____Chooses to listen to records or tapes over other free-time activities

_____Expresses specific preferences for certain types of music even to the point of objecting to others

_____Attempts to teach musical skills learned in school or in private lessons to younger brothers or sisters

_____Seems particularly sensitive to sounds of all kinds

_____Remembers and sings tunes from television programs and/or commercials

_____Is eager to perform for friends and relatives

_____Spontaneously dances, moves or creates rhythmic accompaniments (clapping, etc.) to music on TV or radio

_____Practices a musical instrument or singing daily

_____Practices a musical instrument longer than required by parents or teachers

_____Reads books about music and musicians

_____Creates his/her own songs

_____Creates musical compositions at the piano or other instrument

_____Shows an interest in learning to play the piano or other instrument

_____Sings folk songs, popular songs and rounds with other children

Sample 12. (continued)

PART II: MUSICAL ACTIVITIES

A. Please list all of the organized musical activities such as piano lessons or church choir in which your child participates.

B. Please list some of the informal musical activities that happen in your family and indicate the degree to which your child participates.

PART III: ADDITIONAL COMMENTS

Please offer your own evaluation of your child's musical interests and abilities, as well as any other comments you would like to add.

Sample 13. Student Rating Scale

Student Name:_____ Grade:_____

School:_____ Teacher:_____

Check the blank which most accurately describes how often you display each of the following:

	Seldom or Never	Sometimes	Frequently
I am curious about a great many things. I ask questions about anything and everything.	____	____	____
I have a large number of ideas or solutions to problems and often have unusual or way-out responses.	____	____	____
I am not afraid to express my opinions or disagree with someone.	____	____	____
I am not afraid to take a risk and I like adventure.	____	____	____
I like to imagine, to fantasize or to take an idea and change it in my mind.	____	____	____
I have a good sense of humor and see humor in things that others don't.	____	____	____
I am not afraid to show my emotions or act on what I think is right.	____	____	____
I enjoy beauty when others may not notice it.	____	____	____
I do not fear being different from others.	____	____	____
I criticize others only so that they might improve.	____	____	____

Sample 14. Peer Rating Scale: Visual Arts

Name:_____ Grade:_____ Age:_____

School:_____ Teacher:_____

Name of Student Nominated:_____

Read the following statements carefully. Put an "X" in the column that best describes the student you have nominated.

	Seldom	Occasionally	Frequently	Almost Always
Draws a lot in school	____	____	____	____
Does outstanding art work	____	____	____	____
Uses many different materials to do art work	____	____	____	____
Makes art outside of school	____	____	____	____
Enjoys talking about art	____	____	____	____
Has many original ideas about art	____	____	____	____

Additional comments:

_____

_____

(Source: Baltimore County Public Schools)

Sample 15. Teacher Checklist 1

Student Name:_____ Grade:_____

School:_____ Teacher:_____

When compared to a typical sixth grade student:

	Social Studies		Science		Language Arts		Math	
Does the student demonstrate above average independent work habits?	Yes	No	Yes	No	Yes	No	Yes	No
Does the student independently explore areas of interest?	Yes	No	Yes	No	Yes	No	Yes	No
Is the student willing to try different methods of problem-solving?	Yes	No	Yes	No	Yes	No	Yes	No
Does the student demonstrate academic perseverance?	Yes	No	Yes	No	Yes	No	Yes	No
Does the student do academic work above grade level?	Yes	No	Yes	No	Yes	No	Yes	No
Should the student be placed in the AT classes at the junior high level?	Yes	No	Yes	No	Yes	No	Yes	No

To support these decisions I cite the following:
(suggestions: grades, questioning skills, special projects, creativity, etc.)

_____

_____

Sample 16. Teacher Checklist 2

Teacher:_____ Grade/Subject:_____

School:_____ Date:_____

Please fill in the names of all of the students in your class at the top of the chart. Then put a check in the box for each student who has the characteristics indicated.

Characteristics	Student Names								
Has a long attention span									
Learns rapidly, easily and with little repetition									
Learned to read early and still reads at an advanced level									
Shows maturity in self-expression									
Attentive to the environment									
Asks questions and really wants to know causes and reasons									
Likes to study difficult subjects									
Recognizes relationships and comprehends meanings									
Shows a high degree of originality									
Possesses outstanding ability in one or more content areas									

Sample 17. Teacher Checklist 3: Visual Arts

Student Name:_____ Grade:_____

School:_____ Teacher:_____

Check the statements that describe the student you are nominating:

WORK HABITS AND LEARNING ABILITIES

_____Shows insight; is observant
_____Masters basic art skills easily and quickly
_____Has a keen sense of humor
_____Takes pride in own art work
_____Works independently
_____Concentrates on art projects for long periods
_____Finishes art projects

ART KNOWLEDGE AND SKILLS

_____Is critical of own art work and work of others
_____Creates skillful, well-organized compositional arrangements
_____Uses different media effectively and confidently
_____Demonstrates elaboration and details in art work
_____Creates charts, graphs, models or other visuals to supplement work
_____Shows interest and knowledge about works of art from the past and present

DESIRE AND INTEREST

_____Spends a great deal of time, in and out of school, doing art work
_____Shows high desire for visually stimulating experiences
_____Is self-motivated to make art work
_____Demonstrates high desire to improve own art work

Additional Comments:

_____Shows exceptional art skills in: _____

_____Honors and awards nominee has received: _____

_____

_____Why do you think this student should be recommended for the Visual Arts Program?

_____
_____

(Source: Chesterfield (VA) County Public Schools and Tonawanda (NY) Union Free School Districts.)

Sample 18. Teacher Checklist 4: Underachieving Students

Student Name:_____ Grade:_____

School:_____ Teacher:_____

Please check the statements that describe the student you are nominating. This student:

_____ Demonstrates a significant difference between classroom performance and performance on achievement tests.

_____ Seems inattentive and bored with typical school requirements, but "comes alive" and demonstrates excellent comprehension and reasoning when special topics are raised.

_____ Is critical of conventional behavior.

_____ Has high absenteeism, but keeps up with grades despite missing much formal teaching.

_____ Is self-taught in some topics, which are usually not covered in school.

_____ Is one-sided about some subjects (has a deep interest to the exclusion of all else).

_____ Verbalizes with skill and insight on a wide range of topics, but avoids writing.

_____ Is a perfectionist to the degree that it interferes with the completion of assignments and, therefore, is viewed as low performance.

_____ Other relevant comments or explanation of answers above:

_____

_____

Sample 19. Parent Checklist 1

Student Name:_____ Grade:_____

School:_____ Teacher:_____

Instructions: Please indicate "yes" or "no" next to each item.

			Comments
Learns rapidly and easily	Yes	No	_____
Transfers knowledge from one situation to another	Yes	No	_____
Retains knowledge without rote drill	Yes	No	_____
Uses an extensive vocabulary	Yes	No	_____
Reads books that are above grade level	Yes	No	_____
Wants to know the causes or reasons for things	Yes	No	_____
Does academic work above grade level	Yes	No	_____
Understands abstract concepts	Yes	No	_____
Independently explores areas of interest	Yes	No	_____
Has perseverance	Yes	No	_____
Independently writes stories, poems or plays	Yes	No	_____
Willing to try different methods of problem solving	Yes	No	_____
Evaluates own work	Yes	No	_____
Creates new ideas through writing, speaking or playing	Yes	No	_____
Invents things on own	Yes	No	_____

Sample 20. Parent Checklist 2

Student Name:_____ Grade:_____

School:_____ Teacher:_____

Name of Parent Completing Form:_____

The following list of characteristics represents traits generally found in academically talented students. Please complete this checklist for your child. If you feel your child excels in a particular area, please put two checks by the statement.

_____ Uses large vocabulary easily and accurately

_____ Is effective in spoken and/or written communication

_____ Shows a wide range of interests, or a heavy concentration on one

_____ Spends time beyond usual assignments on topics of personal interest

_____ Performs above grade level in school work

_____ Asks penetrating questions

_____ Recognizes cause and effect relationships quickly

_____ Is a good independent worker

_____ Reasons things out, thinks clearly, recognizes relationships and comprehends meanings

_____ Learns rapidly and easily

_____ Has special interests, needs or hobbies which could be developed further within a special program

_____ Demonstrates persistence in tasks

_____ Has complex thoughts and ideas (uses higher level thinking skills)

_____ Produces original or unusual products or ideas

On the back of this form please make any additional observations that you believe would indicate the need for enrichment for your child.

Sample 21. Student Checklist 1

Name:_____ Grade_____ Age:_____

School:_____ Teacher:_____

The following information will help us to know more about you so that we will be better able to plan your school year. Please help us by answering the following:

1. I write plays or stories on my own.	Yes	No
2. I like to know why things happen.	Yes	No
3. I draw better than most kids.	Yes	No
4. I am good at solving problems.	Yes	No
5. I do good work in science.	Yes	No
6. I read more than one book a week.	Yes	No
7. I do well in math.	Yes	No
8. Other students ask me for help.	Yes	No
9. I can answer my teachers' questions quickly.	Yes	No
10. I can work well on my own.	Yes	No
11. I try to do my best in school.	Yes	No
12. I like using new words when I talk.	Yes	No
13. I know a lot about different things.	Yes	No
14. Acting lets me show my feelings.	Yes	No
15. I play a musical instrument.	Yes	No
16. I like to finish things I start.	Yes	No
17. I use the dictionary.	Yes	No
18. I use the encyclopedia.	Yes	No
19. Schoolwork is easy for me.	Yes	No
20. I like to help other students.	Yes	No
21. I enjoy talking with teachers and other adults.	Yes	No

22. What do you like to collect? _____
_____

23. What do you enjoy doing when you are not in school? _____
_____

24. What kinds of books or magazines do you like to read? _____
_____
_____

Sample 22. Student Checklist 2: Visual Arts

Name:_____ Grade_____ Age:_____

School:_____ Teacher:_____

Please check the statements that best describe you.

_____1. My classmates consider me an artist.

_____2. My art work is among the best in my class.

_____3. I often do art work outside of school.

_____4. I doodle and scribble all the time.

_____5. I use art work to help explain my ideas.

_____6. I like to go to art museums.

_____7. I like to show my art work to others.

_____8. I enjoy television programs about art and artists.

_____9. I have done art work for my school plays, newspaper, etc.

_____10. I like to copy or draw cartoons.

(Source: Jersey City Public Schools, Rhode Island Department of Education and Baltimore County Public Schools.)

Sample 23. Checklist for Expert in Field

VISUALLY ARTISTIC PROFILE CHECKLIST

Check appropriate column:

1. Seldom
2. Occasionally
3. Frequently
4. Always

Visually Artistic Profile Checklist					
Name of Student: Grade:		1	2	3	Always
1.	Possesses a strong visual memory				
2.	Possesses a high curiosity level				
3.	Displays an active imagination				
4.	Is apt to respond to environmental observation/changes				
5.	Shows a high degree of originality				
6.	Understands basic concepts				
7.	Spends long periods of time on projects				
8.	Enjoys doing creative projects				
9.	Imposes self-criticism in his/her creations				
10.	Tends to be compulsive in pursuing new projects				

Additional Comments:

(Adapted from the Zimmerman and Clark Project Art Band)

Sample 24. Teacher Nomination 1

Teacher's Name:_____ Grade/Subject:_____

School:_____ Date:_____

Please write a student's name for each of the following characteristics. You may name a student more than once.

_____ 1. Best student

_____ 2. Child with the largest vocabulary

_____ 3. Most creative and original child

_____ 4. Child with most leadership ability

_____ 5. Most scientifically oriented child

_____ 6. Child who does the best critical thinking

_____ 7. Able child who is the biggest nuisance

_____ 8. Most highly motivated child

_____ 9. Child other children like best

_____ 10. Child who is most advanced in academic areas

_____ 11. Brightest minority child in the class

_____ 12. Child whose parents are most concerned about increasing the enrichment of his/her educational program

Sample 25. Teacher Nomination 2

Teacher's Name:_____ Grade/Subject:_____

School:_____ Date:_____

I recommend that the following student be considered for the SPACE Program:

_____

What are the first words that come to your mind to describe this student? Why?

Which intellectual characteristics and abilities will you most remember about this student?

Which personal qualities stand out in the applicant? Are there any special strengths or weaknesses?

Please add any additional comments or information that you feel distinguishes this student.

Sample 26. Teacher Nomination 3: Forced Choice Procedure

Teacher's Name:_____ Grade/Subject:_____

School:_____ Date:_____

The students listed below have met one or more criteria for inclusion in the talent pool of nominees and will be considered for selection in the Academically Talented Program.

_____ _____

_____ _____

_____ _____

_____ _____

Please consider the remaining students in your class. Review the attached program description and then list the additional students whom you believe would benefit from this program. Include in your consideration students who fall into one or more of these categories:

a. academically able but underachieving
b. culturally different
c. economically deprived

_____ _____

_____ _____

_____ _____

Sample 27. Teacher Nomination: Visual Arts

TO: All Teachers of Grades 4-8

Our school district wishes to identify students in grades 4-8 who have special talents in visual arts. The students identified will participate in arts enrichment sessions. These students have special abilities in areas such as drawing, painting, sculpting, or other creative art pursuits. Students with these talents are not necessarily high achievers in academic subjects.

Please use this form to nominate any students you feel have art talent. If you have questions about completing this form or about evaluating artwork of your students, please feel free to contact George Grim, TAG coordinator. Please complete one form for each student being referred.

Name of Student_____ _____Grade_____Homeroom_____

Name of Teacher Making Referral_____

Instructions: Please indicate the degree to which the student demonstrates these characteristics by circling and using the high point system.

4. Always 3. Occasionally 2. Sometimes 1. Never

1.	Likes to participate in artistic activities; eager to express ideas.	4	3	2	1
2.	Arrives at unique, unconventional solutions to artistic problems.	4	3	2	1
3.	Concentrates on art projects for long periods of time.	4	3	2	1
4.	Willing to experiment with a variety of materials.	4	3	2	1
5.	Tends to select art media for free-time activity.	4	3	2	1
6.	Is a keen observer--sees the unusual in objects.	4	3	2	1
7.	Shows originality in projects.	4	3	2	1
8.	Shows interest in other people's artwork.	4	3	2	1
9.	Produce balance and order in artwork.	4	3	2	1
10.	Likes to construct objects from a variety of materials.	4	3	2	1
	For committee use only: Totals				
	Score				

Please add any comments that would assist a committee in selecting this child for a program for talented art students.

_____

_____

_____

Please request that each child nominated complete a student art interest survey and attach two samples of his/her work to the interest survey.

You will be informed about the final selection of students for the project.

Return all forms to_____by_____
Thank you for your interest in art & your students!

Sample 28. Parent Nomination 1

Student Name:_____ Grade:_____

School:_____ Teacher:_____

Parent Making Nomination:_____

NARRATIVE RECOMMENDATION

My child should/should not be placed in the A/T Program for the following reasons (suggestions to consider: questioning skill, interests, special projects, activities outside of school, etc.):

_____

_____

_____

_____

_____

Sample 29. Parent Nomination 2

Student Name:_____ Grade:_____

School:_____ Teacher:_____

Parent Making Nomination:_____

1. What are some things about your child that lead you to believe that he/she should be in a special program for high ability students?

_____

_____

2. What problems, if any, is he/she having in school as a result of the high ability?

_____

_____

3. Describe briefly your child's reading habits, patterns and levels at home.

_____

_____

4. Describe briefly your child's major interests, hobbies, activities, etc.

_____

_____

5. Describe any projects or studies your child has done.

_____

_____

6. Please give any other information which you feel is relevant to your child's consideration for the Honors Program.

_____

_____

(Reprinted with permission from John Feldhusen, Purdue Univ.)

Sample 30. Student Nomination 1

Name:_____ Grade:_____ Age:_____

School:_____ Teacher:_____

Check the subject area(s) in which you think you have special abilities or talents.

Reading _____

Mathematics _____

Science _____

Social Studies _____

Describe projects or activities with which you have been involved, stories you have written or prizes you have been awarded that further support the talent area(s) you marked above.

_____

_____

_____

_____

_____

Sample 31. Student Nomination 2

Name:_____ Grade:_____ Age:_____

School:_____ Teacher:_____

Class or classes in which I am interested in participating:

Math____ Science____ Social Studies____ English____

1. I believe I am qualified because:

2. I would benefit by being in this class because:

3. My major hobbies and interests are:

4. My special talents are:

5. Other information that is important about me:

Sample 32. Peer Nomination 1

Please write down the names of the classmate whom you would pick for the following:

1. Who seems to know the most about a lot of different things? _____

2. If you needed help in math, who would you ask? _____

3. If you were lost in a strange place, who would be best at figuring out what to do? _____

4. Who usually knows the meaning of a lot of big words? _____

5. Who knows the most about scientific things? _____

6. Who would you pick to work with on a social studies project? _____

7. Who should be class president because he or she usually gets everyone to work together and get things done? _____

8. Who would be best at reading an exciting mystery story to the class? _____

9. Who would you choose to represent your class in a debating competition? _____

10. Who in your class would you call your best friend? _____

Sample 33. Peer Nomination 2: Visual Arts

Write the names of your classmates who best fit the following questions:

1. Who spends the most time drawing in and out of art class? _____

2. Who would you pick to design a poster for the school play? _____

3. If you were assigned a group art project, who would you most like to have work with you? _____

4. Who thinks of the most unusual, fantastic or original ideas? _____

5. Who spends the most time working on their art projects? _____

6. Who sets the highest standards for his or her own art work? _____

(Source: Jersey City Public Schools)

Sample 34. Parent Biographical Information 1: K-1 Students

Student Name:_____ Grade:_____

School:_____ Teacher:_____

Parent Making Nomination:_____

Please answer the following questions:

1. Does your child make up his/her own games, build unusual objects or tell imaginative stories? Example:
   _____

2. At what age did your child first walk?_____ talk?_____

3. Did your child read before entering kindergarten?_____ At what age?_____

4. Did your child teach him/herself to read?_____

5. What special talents or skills does your child have?
   _____
   _____

6. What types of hobbies or collections does your child have?
   _____
   _____

7. What are your child's reading interests? Include favorite books, types of books, magazines, etc.
   _____
   _____

8. What does your child enjoy doing when he/she has free time?
   _____
   _____

9. What is your child's attitude toward school?
   _____
   _____

10. What other information can you provide that would assist us in planning a program for your child?
    _____

Sample 35. Parent Biographical Information 2: Music

Student Name:_____ Grade:_____

School:_____ Teacher:_____

Parent Making Nomination:_____

Instructions: Please complete the following questions as they relate to your child's music background.

At what age did your child begin to:

show an interest in music? ____
take music lessons? ____
write his/her own songs or tunes? ____

Please list all of the organized musical activities in which your child participates, such as piano lessons or church choir.

_____

_____

List some of the informal musical activities that happen in your family and indicate the degree to which your child participates.

_____

_____

List any music contests and awards your child has won.

_____

_____

Please offer your own evaluation of your child's musical interests and abilities as well as any other comments you would like to add.

_____

_____

Sample 36. Student Biographical Information 1

Name:_____ Grade:____ Age:_____

School:_____ Teacher:_____

Please respond to the following items within the space provided.

1. Describe any special academic interests and activities in which you are involved.

2. List the academic awards and honors you have received.

3. List leadership positions you have held.

4. List extracurricular activities in which you are involved.

5. Give a brief description of some project or activity in which you are currently involved that best represents you as an individual.

Sample 37. Student Biographical Information 2: Visual Art

Name:_____ Grade:____ Age:_____

School:_____ Teacher:_____

1. Think of an art project which you feel was the best you ever did. Give your project a name, and describe it.

2. What art activities do you enjoy most?

3. If you could choose any kind of art project to begin today, what would you choose to do?

4. Approximately how much time do you spend on art projects outside of school hours?

5. Have you had any special lessons or classes in art? What kind, and when?

6. What other activities do you enjoy besides art activities?

7. If you attend the special summer school art class, what would you like to learn?

(Source: Chesterfield (VA) County Public Schools)

Sample 38. Student Biographical Information 3: Music

Name:_____ Grade:____ Age:____

School:_____ Teacher:_____

Answer the following questions in your own words:

1. Do you play any musical instrument now? ____
   If yes, please list:
   Instrument Years played Years of Lessons

2. Are there any musical instruments you would like to learn to play? ____ If yes, please list:

3. How many hours each day do you spend listening to music?____

4. How many hours each day do you spend singing or playing a musical instrument? ____

5. List five of your favorite records or tapes:

6. Do you ever compose music? ____ If yes, please describe the kinds of music you compose.

7. List any music contests or awards you have won.

Sample 39. Student Product Evaluation 1

Student Name:_____ Grade:_____

School:_____ Teacher:_____

Purpose of project:

Intended audience:

Product Ratings:

Rating	Max pts	Category
_____	20	Product Design
_____	10	Product Execution: Effectiveness of method
_____	10	Effectiveness of display
_____	15	Meeting of proposed purpose
_____	15	Communication with intended audience
_____	15	Illustration of content knowledge
_____	15	Overall creativity
_____	100	TOTAL

Sample 40. Student Product Evaluation 2

Student Name:_____ Grade:_____

School:_____ Teacher:_____

Title of Science Fair Project:

A. CREATIVE ABILITY ..... 30 POINTS _____

Consider originality, ingenious use of materials, implications to society.

B. SCIENTIFIC THOUGHT ..... 30 POINTS _____

Consider organized procedures, clear plans, definite structure, good observations made, understanding shown.

C. SKILL ..... 15 POINTS _____

Consider good workmanship, solid construction, obvious time spent.

D. CLARITY ..... 15 POINTS _____

Consider if project is understandable, self-explanatory, neat, accurate, labeled.

E. DRAMATIC VALUE ..... 10 POINTS _____

Consider attractiveness of project, gimmicks used, etc.

TOTAL ..... 100 POINTS _____

JUDGE'S COMMENTS: What should this student do that he/she did not? What did he/she answer insufficiently?

Sample 41. Student Product Evaluation 3

Student Name:_____ Grade:_____

School:_____ Teacher:_____

1. Product name or subject:

2. Briefly describe the product:

3. To what extent does the product represent an in-depth or superior handling of the subject?

5	4	3	2	1
To a great Extent		Somewhat		To a very Limited Extent

4. To what extent is this product of a "quality-level" beyond what one might expect of a student of this age?

5	4	3	2	1
To a great Extent		Somewhat		To a very Limited Extent

5. To what extent does the product indicate close attention to detail?

5	4	3	2	1
To a great Extent		Somewhat		To a very Limited Extent

6. To what extent is the central idea/conception of the product beyond what a student of this age might undertake?

5	4	3	2	1
To a great Extent		Somewhat		To a very Limited Extent

7. To what extent is the product of overall excellence?

5	4	3	2	1
To a great Extent		Somewhat		To a very Limited Extent

8. List some of the criteria you used in evaluating the excellence of this product.

Sample 42. Student Product Evaluation 4: Visual Arts

Student Name:_____ Grade:_____

School:_____ Teacher:_____

Evaluate the student's talent as evidenced in art work on the following scale of 0-5:

0 Not evident
1 Emerging
2 Average
3 Competent
4 Outstanding
5 Unique

1.	Skillful composition	0	1	2	3	4	5
2.	Originality of ideas	0	1	2	3	4	5
3.	Complexity and detail	0	1	2	3	4	5
4.	Sensitive use of line	0	1	2	3	4	5
5.	Sensitive use of color	0	1	2	3	4	5
6.	Appropriate use of texture	0	1	2	3	4	5
7.	Purposeful use of shape	0	1	2	3	4	5
8.	Effective use of media	0	1	2	3	4	5
9.	Expressiveness	0	1	2	3	4	5
10.	Thoughtful use of space/ perspective	0	1	2	3	4	5
	Column Total	___	___	___	___	___	___
	Weight	0	1	2	3	4	5
	Weighted Column Total	___	___	___	___	___	___
	OVERALL TOTAL						_____

Additional Comments:

GUIDELINES

1. Candidates must submit a portfolio that includes 6-8 pieces of art work. Color slides may be used only for 3-D, sculptural works. No works copied from photographs or the works of other artists or designers may be included; the contents are expected to be original and creative works by the candidate. Art works represent three or more of the following:

   A. Pencil, charcoal, conté crayon, pastel or chalk
   B. Pen and ink
   C. Watercolor
   D. Figure studies in any medium
   E. 3-D, sculptural work of any size (slides permitted)
   F. Choice of subject and media

2. All portfolios will be evaluated with the following criteria:

   A. Creativity and originality, expressiveness of content
   B. Skillful use of elements and principles of design
   C. Appropriate techniques with tools and materials
   D. Overall quality of the art works
   E. Evidence of concentration and personal commitment

3. Portfolios will be screened by judges; selected applicants will be invited to complete the following procedures:

   A. Take a short drawing test supervised by judges
   B. Complete two art assignments while observed by judges
   C. Discuss the art works in their portfolios with judges

4. All candidates are expected to have different backgrounds in art and such differences will be considered by the judges in the selection process. Any kind of art work done by candidates will be considered, including class work, cartoons, homemade toys, maps, etc.

(Source: School Board of Pinellas (FL) County; Advanced Placement in Studio Art, Educational Testing Service)

Sample 44. Audition Rating Form

Student Name:_____ Grade:_____

School:_____ Teacher:_____

Evaluate the student's talent as evidenced in art work on the following scale of 0-5:

0 Not evident
1 Emerging
2 Average
3 Competent
4 Outstanding
5 Unique

1.	Pitch (melody, harmony)	0	1	2	3	4	5
2.	Rhythm, timing	0	1	2	3	4	5
3.	Volume, tempo	0	1	2	3	4	5
4.	Articulation, inflection	0	1	2	3	4	5
5.	Structure (design, texture, form)	0	1	2	3	4	5
6.	Vibrato, breath control	0	1	2	3	4	5
7.	Ability to perform a variety of music	0	1	2	3	4	5
8.	Ability to "fit" with group	0	1	2	3	4	5
9.	Ability as a soloist	0	1	2	3	4	5
	Column Total	___	___	___	___	___	___
	Weight	0	1	2	3	4	5
	Weighted Column Total	___	___	___	___	___	___
	OVERALL TOTAL						_____

Additional Comments:

Sample 45. Parent Interview

Parent/Guardian Name:_____

Student Name:_____ Grade:_____

School:_____ Teacher:_____

I. What special talents or skills does your child have?

What examples of behavior illustrate this?

II. I am going to read several sentences. We will go through this list quickly and after each statement please tell me if your child exhibits the behavior "a great deal," "some," "a little," or "not at all."

	A Great Deal	Some	Little	None
1. Has interests of older children or adults in games and reading	_____	_____	_____	_____
2. Is observant	_____	_____	_____	_____
3. Has lots of ideas to share	_____	_____	_____	_____
4. Has many different ways of solving problems	_____	_____	_____	_____
5. Is aware of problems others often do not see	_____	_____	_____	_____
6. Uses unique and unusual ways of solving problems	_____	_____	_____	_____
7. Wants to know how and why	_____	_____	_____	_____
8. Likes to pretend	_____	_____	_____	_____
9. Asks a lot of questions about many subjects	_____	_____	_____	_____
10. Notices detail	_____	_____	_____	_____
11. Enjoys and responds to beauty	_____	_____	_____	_____
12. Is able to plan and organize activities	_____	_____	_____	_____

Sample 45. (continued)

	A Great Deal	Some	Little	None
13. Often finds and corrects own mistakes	_____	_____	_____	_____
14. Others seem to enjoy his/her company	_____	_____	_____	_____
15. Makes up stories and has ideas that are unique	_____	_____	_____	_____
16. Has a wide range of interests	_____	_____	_____	_____
17. Gets other children to do what he/she wants	_____	_____	_____	_____
18. Sets high standards for self	_____	_____	_____	_____
19. Is able to laugh at self	_____	_____	_____	_____
20. Likes to do many things and participate whole-heartedly	_____	_____	_____	_____

Other comments:

Sample 46. Student interview

Student Name:_____ Grade:_____

School:_____ Teacher:_____

Interviewer:_____

What is your easiest subject in school? _____

What subject is most difficult for you? _____

Which subject do you most enjoy? _____

Do you like to work alone or with others? Why? _____

_____

What do you like to do most in your free time? _____

_____

Do you take any private lessons? _____

_____

What programs do you watch on television? _____

_____

What kinds of books do you enjoy reading? _____

_____

Do you have a favorite book? _____

What do you want to be when you grow up? _____

Describe the AT Program as you understand it. _____

_____

Why would you like to be a part of this program? _____

_____

List your daily priorities (play, reading, homework, jobs at home, etc.).

_____

_____

Describe yourself as a student. _____

_____

INTERVIEWER'S COMMENTS: (Student's behavior, attention, interest, clarity of expression, etc.)

_____

_____

_____

STUDENT INFORMATION PROFILE: G/T DATA ANALYSIS

FORMAL MEASURES 2 Minimum					INFORMAL MEASURES 2 Minimum					PRODUCTS & OTHER DATA 1 Minimum			
FORMAL					INFORMAL					PRODUCTS	and/or	OTHER	*GIFTED/TALENTED
2	SD ____%												Extreme Need Range
1	SD ____%												Considerable Need Range
													No Extra Programming Need
District Mean _____%													

Parents _____

Address _____

_____

Home Phone _____ Work _____

Service Option(s) _____

_____

_____

SIGNATURES:

Parent _____ Facilitator _____

Parent _____ Teacher _____

Psychologist _____ Teacher _____

Administrator _____ Other _____

GIFTED/TALENTED CATEGORY
___Academic ___Intellectual
___Creativity ___Leadership
___Visual or Performing Arts

SERVICE OPTION(S) ACCEPTED

_____YES _____NO

NAME _____

SS# _____ _____ _____

AGE _____ GRADE _____

SCHOOL _____

IDAHO DISTRICT # _____

PRODUCTS/PORTFOLIO
EXTRA CURRICULAR

___Young Authors
___Invention Convention
___Science Fair
___History Fair
___Odyssey of the Mind
___Future Problem Solving
___Competitions
___Juried Shows
___Leadership Positions
___Awards, etc.

_____

_____

OTHER INFORMATION

___ESL
___Previous Program Placement
___Member of Underserved Population

UNDERACHIEVEMENT FACTORS
___Lack of quality and depth in daily work
___Report cards/cum files show pattern of inconsistent achievement
___Parent concern student not achieving to potential
___Student expresses desire to achieve at a higher level
___Test data show descrepancy between potential and achievement

OTHER SIGNIFICANT FACTORS
___Physical Disability
___Language Impaired
___ADD/ADHD
___Cultural Background
___Economic Disadvantage
___Other (documentation in file)

Date _____

RAW DATA SUMMARY
G/T ELIGIBILITY

NAME_____ DATE_____

DOB_____ GRADE_____ SCHOOL_____

TALENT AREA BEING EVALUATED_____

FORMAL MEASURES INSTRUMENT	BY	DATE GIVEN	SCORE

INFORMAL MEASURES

OTHER

AWARD_____ DATE_____

Participants_____ # of Awards_____

Extra Curricular Activities_____ _____

_____ _____ _____

Offices Held_____ _____

Outstanding Achievements_____

Portfolio contents and quality_____

For other documentation use a separate sheet of paper.

Form C

TEACHER REFERRAL/NOMINATION FORM
G/T SERVICES

STUDENT'S FULL NAME_____DATE_____
SCHOOL_____(M / F) DOB_____AGE_____
ADDRESS_____PARENT_____
PHONE_____GRADE_____TEACHER

NEEDS: I am referring this student to the MDT because of his/her high ability or potential. I see this student as having the following characteristics/needs:

_____1. Regularly finishes assignments quickly and correctly resulting in excessive amount of free time.

_____2. Raises in-depth questions related to classroom assignments that require research and guidance.

_____3. Student has peer association problems that seem to be the result of exceptional abilities or special interests that are not shared by the other students.
A. The student avoids peer discussion of special interests.
B. The teacher has noted a decline in student participation in peer activities.
C. The student dominates peer discussion and causes irritation.
D. Lack of opportunity to interact with children who are also gifted, talented and/or creative.

_____4. Student has demonstrated acting out behavior that appears related to boredom of lack of interest in school work.

_____5. The student demonstrates marked discrepancy between ability and the performance level of assigned work.

_____6. The student is just getting by in class assignments; only doing the minimum to maintain a grade.

COMMENTS:_____
_____
_____

INSTRUCTIONAL STRATEGIES: I am using the following strategies in my classroom in order to meet this student's needs:

_____Curriculum Compacting

_____Acceleration

_____Independent Projects
_____relating to curricular areas
_____student's interest area

_____Individual contracts--Subjects:
_____
_____

_____Enrichment materials/activities-Describe:
_____
_____

_____

RECOMMENDATIONS: (To be filled out by MDT)

_____Testing: _____MDT Recommendation _____Parent Request
Persons responsible: _____ _____
Intelligence Test Achievement Test

_____No Testing: Teacher will continue with curriculum modification strategies as needed.
_____No Testing: Teacher will attempt new curriculum modificiation strategies with assistance from G/T facilitator.
MDT Members present:

_____ _____
_____ _____
_____ _____

PARENT NOMINATION FORM
G/T SERVICES

Student's Full Name_____Date_____

School_____Teacher_____Grade_____Birthdate_____

Phone Numbers (Home)_____(Work)_____

Address_____

Parent Name_____

Parent Name_____

1. What do you feel are your child's strongest talents or skills?

2. What problems or weaknesses does your child have, academically or socially?

3. What activities occupy your child's time after school and on weekends? (Hobbies, collections, special lessons, etc.)

4. Do you feel your child's educational needs are being met in the regular classroom? Be specific.

5. What early evidences were there of your child's superior ability?

6. Why do you think your child would benefit from participation in the gifted/talented program?

(Please use another sheet if you need more space.)

REQUEST FOR PARENTAL PERMISSION FOR GIFTED/TALENTED EVALUATION

School_____Date_____

Dear Parent: Date of Birth_____

Your child _____ has been referred to our Multi-Disciplinary Team. We would like your permission to proceed with assessment to determine the most appropriate educational services for your child. You will be contacted to review the results of the assessment.

Assessment is requested in the following areas:

_____Intellectual Functioning and/or
_____Academic Performance
_____Other_____

CHECK ONE:

_____Permission is given to undertake assessment of my child.
_____Permission is denied.

Parent Name:_____ _____ _____
Printed Signature

Relationship to child:_____

Address:_____ZIP_____

Phone (Home):_____Date:_____

Phone (Work):_____--Father

Phone (Work):_____--Mother

Child's Social Security Number:_____

Ethnicity:_____

Return this written decision **as soon as possible** to:

_____

_____

_____

DISCONTINUATION OF SERVICES
G/T PROGRAM

STUDENT _____ GRADE ____ SCHOOL _____

PARENT _____ TEACHER _____

G/T FACILITATOR _____

To Whom It May Concern:

As of _____, this student will no longer be attending G/T
(Date)
Program classes as a result of:

Date: _____

Student: _____

Parent: _____

Classroom Teacher: _____

STUDENT QUESTIONNAIRE FOR
STUDENTS DISCONTINUING G/T PROGRAM

Name _____ School _____
Grade _____ Years in G/T Program _____

1. What advantages have you felt from coming to G/T?

2. What will you miss most after leaving G/T?

3. What disadvantages have you felt from coming to G/T?

4. What personal problems have you encountered because of coming to G/T?

5. What could G/T have done to make the experience less of a problem to you?

6. Please rate the following items from 1-10 with 1 being low and 10 being high:

_____Overall satisfaction with the program
_____Increase in learning
_____Increase in open-mindedness
_____Increase in friendships
_____Feeling better about yourself
_____Exposure to new and challenging activities
_____Increase in ability to work independently
_____The teachers

7. What is the reason you are dropping from the G/T program?

Student Signature_____

Appeal/Review Request Form 1

Student Name:_____Grade:_____

School:_____Teacher:_____

Parent Name:_____

The following items are possible reasons for requesting an additional review of this student's consideration for the Academically Talented Program. Read these carefully and indicate which reason you believe applies in this situation. After making this decision, describe why this choice is applicable. INCLUDE A COPY OF ANY ADDITIONAL INFORMATION.

1. We have additional test information.
Comments:_____
_____

2. This student has recently received special recognition.
Comments:_____
_____

3. The previous tests results were invalid.
Comments:_____
_____

4. Personal problems at home interfered with this student's school work this past year.
Comments:_____
_____

Person making this appeal:_____

Relationship to the student:_____

Telephone:_____Best times to reach:_____

Address:_____
_____
_____

APPEAL/REVIEW REQUEST FORM 2

Student Name:_____Grade:_____

School:_____Teacher:_____

Parent Name:_____

In your own words, explain why you believe this student's original application and your additional information should be reconsidered.

_____

_____

_____

The following is additional information about this student:

_____

_____

_____

Person making this appeal:_____

Relationship to the student:_____

Telephone:_____Best times to reach:_____

Address:_____

_____

_____

TEACHER/STUDENT CONTRACT
G/T PROGRAM

Student_____
School_____
Date of Birth_____

I. Due to the extra amount of work involved in the G/T Program, the teacher may utilize one or more of the following options for classroom work missed:

A. Substitute work completed in the G/T Program for class work missed.
B. Modify class assignments so that the student does not complete the same quantity of assignments as the students who were in the classroom during the entire class period.
C. Require the student to complete a "concept check" for material covered, but not complete all written assignments required in the classroom.
D. Other (please specify)_____

II. If you elect to require the student to complete a given assignment, the child will find out about the work he has missed by:

_____A. Receiving a written assignment for the day
_____B. Contacting another student
1. Name_____
_____C. Asking the teacher
_____D. Other?
_____E. Due date? within_____days.

III. The student will be responsible for:

A. Being punctual and having appropriate materials for all G/T activities.
B. Completing at a high quality level, all assigned and self-initiated projects in the G/T Program.
C. Completing adapted class work as described in Section I above.

Failure to comply with the above responsibilities will indicate a lack of task commitment on the part of the student.

_____ _____
Teacher's Signature Student's Signature

_____ _____
Parent's Signature Date

Students participating in the G/T program are involved in a shared regular classroom/G/T Program curriculum.

The G/T student shall be excused from standard classroom assignments and activities missed during the times s/he participates in the G/T Program. The G/T student is responsible for the concepts, principles, and strategies taught by the home school teacher on the day that s/he participates in the G/T Program. The student is not excused from the accountability associated with these missed concepts.

The regular classroom teacher shall avoid scheduling major texts, assignment due dates for major projects, field trips, etc., during the time students attend G/T classes.

The regular classroom teacher who has a G/T student in his/her class and who utilizes attendance/participation, and/or daily assignments as elements in determining student grades shall not penalize the student for this authorized absence.

PROGRAM EVALUATION MATRIX

Sources of Data						
Key Program Features						
Resources	G/T Personnel	Administrators	Classroom Teachers	Parents	Students	Community Members
Personnel, books, materials, equipment, facilities						
ID Methods						
Teacher Inservice						
Curriculum Goals & Challenge						
Student Achievement/ Products						
Attitudes toward Program Services						

STUDENT QUESTIONNAIRE FOR PROGRAM EVALUATION

		Yes	No
1.	I asked to be in this class.		
2.	I was chosen by the teacher(s) to be in this class.		
3.	I find the work in this class a little too easy.		
4.	The work in this class moves too slowly.		
5.	In this class we can express ideas openly.		
6.	I am better in this subject than in other subjects.		
7.	I am given more responsibility for my own learning in this class than in my regular classes.		
8.	In this class we can learn as much about the subject as we want to learn.		
9.	In this class I can work at my own speed.		
10.	In this class I understood why I did well or poorly.		

PARENT ATTITUDE SURVEY

We are anxious to determine the attitudes of parents toward our programs. Therefore, we have prepared the following set of questions. Sixteen questions are listed. In the spaces provided at the right, you are asked to indicate the following:

Strongly Agree ..... SA
Agree ..... A
Not Applicable ..... NA
Disagree ..... D
Strongly Disagree ..... SD

Indicate only one check for each question. Please respond to each item. Space is provided for you to comment on each question, if you care to do so. Also, two additional questions are asked which require a written response. We would appreciate it if you would take the time to respond to these questions as well. You may use the back of the data sheets if you need additional space.

		SA	A	NA	D	SD
1.	This program meets the needs of my child. Comments:					
2.	I feel that I understand what is taking place in the program. Comments:					
3.	This program has had a positive influence on my child's attitude toward school. Comments:					
4.	This program has increased my child's self confidence. Comments:					
5.	This program has enlarged my child's friendships. Comments:					
6.	I do not feel that my child is missing the "basics" as a result of this program. Comments:					
7.	I think this program should be continued. Comments:					
8.	I think it is important to have my child work with children of similar academic ability. Comments:					
9.	I am not concerned about my child being away from the regular classroom. Comments:					
10.	I am pleased that this program lets students of similar academic interests and abilities work together. Comments:					

Form N

PARENT INTERVIEW

Date of Interview	Building Where Student Enrolled	School District

1. In your opinion, what is the most meaningful aspect of this program?

2. What is the least meaningful?

3. Have you, as a parent, been involved in this program? If yes, in what way?

4. Do you think your child's attitude toward school has changed because of this program? In what way?

5. Do you feel this program could be handled successfully without a facilitator to provide services and resources to students and to classroom teachers? Why or why not?

6. Do you think this program could or should be changed in any way? If so, in what way?

Name of Parent (Optional)	Student Name (Optional)	Student Age Sex Grade

Years in G/T Program

Martinson-Wiener
Rating Scale of Significant Behaviors in Teachers of the Gifted

Rater_____
Ratee_____
Date_____
School_____
Grade Level_____
Length of Observation_____
Subject(s) being taught_____

To the Rater: A minimum of 40 minutes should be used for each observation. Use every opportunity to examine folios of materials, files of children's products, and other evidence, as well as teacher behavior, to confirm impressions.

1--Seldom 2--Occasionally 3--Frequently

Teaching Process

			1	2	3
1.	Utilizes specialized pupil interests constructively.				
	a.	Students work in areas of interest.			
	b.	Teacher capitalizes on student interest in classroom.			
2.	Utilizes special talents and abilities of the students.				
	a.	Students are involved in activities which display or include their special abilities and talents.			
	b.	Individualized materials are available for development of special talents and abilities.			
3.	Encourages self-selection of materials.				
	a.	Students have freedom to select materials at high conceptual levels of difficulty.			
	b.	Teacher encourages pupils to make own selections and decisions.			

4.	Makes classwork interesting through use of different sense media.					
	a.	Teacher encourages effective pupil displays, not teacher-made displays.				
	b.	Teacher uses maps, charts, TV, radio, and/or films to augment or advance the qualities of instruction.				
5.	Maintains or uses classroom resource center containing materials at appropriate advanced levels.					
	a.	Learning resources are openly available to students.				
	b.	Teacher serves as a resource to pupils.				
6.	Clarifies classroom goals and purposes using broad concepts rather than detail.					
	a.	Relates discussion to course objectives.				
	b.	Student's performance indicates understanding of course objectives.				
7.	Uses varied teaching strategies effectively.					
	a.	Teacher is sensitive to students' responses, both verbal and non-verbal.				
		1.	Teacher responds to visible cues in physical behavior of students.			
		2.	Teacher uses student verbal reactions to extend student insights and understandings.			
8.	Conducts group discussions skillfully.					
	a.	Teacher withholds own ideas and conclusions.				
	b.	Teacher encourages participation of students in discussions.				
9.	Selects questions that stimulate higher-level thinking.					

	a.	Questions encourage students to draw analogies and to indicate relationships.				
	b.	Students are able to ask analytic questions.				
	c.	Students generalize from concrete to abstract at advanced levels.				
10.	Utilizes synthesis and analysis in appropriate areas.					
	a.	Teacher utilizes effectively inductive and deductive reasoning and is able to apply techniques in classroom.				
	b.	Teacher assists and/or encourages students to relate theory to practice.				
11.	Draws examples and explanations from various sources and related fields.					
	a.	Interrelationships are emphasized by teacher and students				
12.	Presents activities that challenge and stimulate the students.					
	a.	Students are eager to work on activities.				
	b.	Teacher varies the kind of assignment to the learning abilities and interests of the students.				
	c.	Teacher emphasis is on broad ideas and not drill and rote memory activities.				
13.	Utilizes evaluation in various forms.					
	a.	Teacher helps students in self-evaluation and self-improvement.				
14.	Encourages independent thinking, including difference of opinion.					
	a.	Students are encouraged to examine thoroughly and accurately controversial issues.				
		1.	Students compare and contrast different issues, using objective evidence.			

15.	Gives appropriate encouragement to pupils.				
	a.	Teacher gives praise when desired.			
	b.	Teacher makes students feel worthy.			
	c.	Teacher provides for recognition of outstanding creative and/or scholarly performance.			
16.	Understands and encourages student ideas.				
	a.	Teacher encourages students to try new approaches.			
	b.	Teacher is tolerant to students' attempts to find solutions of problems.			
	c.	Teacher encourages "guesses" by students and facilitates evaluation of guesses by students.			
	d.	Teacher helps students to realize that research involves trial and error.			
		1.	Students are encouraged to apply principles of scientific procedure.		

TEACHER BACKGROUND

17.	Is unthreatened by own mistakes.				
	a.	Teacher is undisturbed and unembarrassed by own mistakes or criticism of students.			
18.	Teacher displays enthusiasm and employs humor constructively.				
	a.	Teacher is energetic and animated.			
Summary Item					
19.	Demonstrates understanding of the educational implications of giftedness.				
	a.	Teacher uses implications of characteristics in the classroom operation, selection of materials, schedules, and questions.			

EVALUATION INSTRUMENT

STUDENT RATING SCALE

Name _____ Date _____
School _____ Grade _____ Age _____
Teacher or person completing this form _____
How long have you known the child? _____ Months _____

Check appropriate column: 1. Seldom/Never 3. Frequently
2. Occasionally 4. Almost always

		1	2	3	Always
1.	Is the student involved or engaged in classroom activity without continuous supervision?				
2.	Does the student have curricular options?				
3.	Does the student continue to study in the middle of other student activity?				
4.	Does the student interact constructively with other students?				
5.	Do students assess themselves and maintain records of their progress?				
6.	Does the student have the appropriate materials and support services to function effectively?				
7.	Does the student communicate effectively with the teacher?				
8.	Does the student work with other students?				
9.	Does the student exhibit critical-creative thinking?				

EVALUATION INSTRUMENT

TEACHER RATING SCALE

Name _____ Date _____
School _____
Teacher or person completing this form _____

Check appropriate column: 1. Seldom/Never 3. Frequently
2. Occasionally 4. Almost always

		1	2	3	Always
1.	Does the teacher provide multiple resources?				
2.	Is the curriculum driven by a collaborative effort?				
3.	Does the teacher provide varied, interactive learning experiences?				
4.	Does the teacher provide cooperative learning experiences?				
5.	Does the teacher facilitate student self-evaluation?				
6.	Does the teacher identify student learning styles?				
7.	Does the teacher communicate with multiple groups?				
8.	Does the teacher encourage student decision-making?				
9.	Does the teacher expect critical-creative thinking?				

ABBREVIATIONS AND SYMBOLS

Identification Instruments

Abbreviation	Name of Instrument
AIM	Achievement Identification Measure
AIM-TO	Achievement Identification Measure-Teacher Observation
ASSETS	A Survey of Students' Educational Talents and Skills
ATFR	Arlin Test of Formal Reasoning
CAP	Creativity Assessment Packet
CAT	California Achievement Test
CogAT	Cognitive Abilities Test
CTBS	Comprehensive Tests of Basic Skills
DAT	Differential Aptitude Tests
DCAT	Developing Cognitive Ability Test
EEII	Eby Elementary Identification Instrument
GAIM	Group Achievement Identification Measure
GIFT	Group Inventory for Finding Creative Talent
GSSS	Gifted Student Screening Scale
GTSF	Gifted and Talented Screening Form
IMMA	Intermediate Measure of Music Audiation
ISTEP	Indiana Statewide Testing for Educational Progress
ITBS	Iowa Tests of Basic Skills
K-ABC	Kaufman Assessment Battery for Children
LSI	Leadership Skills Inventory
MAT	Metropolitan Achievement Tests
OLSAT	Otis-Lennon School Ability Test
PARS	Purdue Academic Rating Scales
PEPSI	Purdue Elementary Problem Solving Inventory
PIAT	Peabody Individual Achievement Test
PMMA	Primary Measure of Music Audiation
PPVT	Peabody Picture Vocabulary Test
PRIDE	Preschool and Kindergarten Interest Descriptor
SAGES	Screening Assessment for Gifted Elementary Students
SAT	Scholastic Aptitude Test
S-B	Stanford-Binet Intelligence Scale
SCALE	Scales of Creativity and Learning Environment
SIT	Slosson Intelligence Test
SOI	Structure of Intellect
SOI-LA	Structure of Intellect-Learning Abilities Test

SOMPA	System of Multicultural Pluralistic Assessment
STEP	Sequential Tests of Educational Progress
TCAM	Thinking Creatively in Action and Movement
TCSW	Thinking Creatively with Sounds and Words
TEMA	Test of Early Mathematics Ability
TERA-2	Test of Early Reading Ability-2
TTCT	Torrance Tests of Creative Thinking
VICTA	Vallett Inventory of Critical Thinking Abilities
WAIS-R	Wechsler Adult Intelligence Scale-Revised
WISC-R	Wechsler Intelligence Scale for Children-Revised
WPPSI	Wechsler Preschool and Primary Scale of Intelligence
WRAT	Wide Range Achievement Test

Types of Scores

Symbol	Score
CSI	Cognitive Skills Index
IQ	Intelligence Quotient
NP	National Percentile
SAI	School Ability Index
Sta	Stanine
T	T-Score
Z	Z-Score
%ile	Percentile

Common Statistical Symbols

Symbol	Statistic
x	Score (often Raw Score)
$\bar{x}$	Mean
Md	Median
Mo	Mode
SD (or sd)	Standard Deviation
S_{em}	Standard Error of Measurement
Ra	Range
N	Number of Participants
r	Reliability (or Validity) Coefficient
r^2	Correlation Coefficient
p	Level of Significance

RESOURCES

ANNUAL CONFERENCES

March/April **The Council for Exceptional Children/Talented and Gifted (CEC/TAG)**
National Conference
P.O. Box 79026
Baltimore, MD 21279-0026 Phone 1-800-224-6830

April **Association for the Education of Gifted Underachieving Students (AEGUS)**
University of St. Thomas
Mail CHC 131
2115 Summit Ave.
St. Paul, MN 55105-1096 Phone 612-962-5431

June **Intermountain Gifted Conference**
Utah State University
Department of Elementary Education
Logan, UT Phone 801-750-2218

July **Supporting Emotional Needs of Gifted**
Wright State University
Ellis Human Development Institute
9 N. Edwin C. Moses Blvd.
Dayton, Ohio 45407

August **Pacific Synergy**
1408 NE Cornell
Hillsboro, OR 97124 Phone 503-648-8186

October **The Council for Exceptional Children/Idaho Talented and Gifted (CEC/ITAG)**
State Convention
Call the State Department of Education, Special Education Section for
more information Phone 208-334-3940

November **National Association for Gifted Children (NAGC)**
155 15th Street NW, Suite 1002
Washington, DC 20005 Phone 202-785-4268

COMPETITIONS

Academic Decathalon
Grades 4-12

Tom Farley
State Department of Education
P.O. Box 83720
Boise, ID 83720-0027 Phone 208-334-2281

Art Competitions
Information

Julie Smith or Darla Vierstra
Idaho Commission on the Arts
304 W State Street
Boise, ID 83720

Duracell/NSTA Scholarship Competition

1742 Connecticut Ave NW
Washington, DC 20009

Eastern Idaho Invention Convention

Ann Ward
3999 Greenwillow Ln.
Idaho Falls, ID 83401 Phone 208-524-0171
or
Pat Parker
Madison Middle School
575 W 700 S
Rexburg, ID 83440 Phone 208-359-3320

Future Problem Solving

Maria Karnowski
2505 West Jefferson
Boise, ID 83702 Phone 208-338-3555

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Boise, ID 83705

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The Survival Guide for Parents of Gifted Kids
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ADDITIONAL RESOURCES:

ADDITIONAL RESOURCES:

Glossary

Academically Gifted—An individual who has a specific talent in an academic area, but not necessarily all areas. An example is a child who excels in mathematics, but may not excel in language.

Acceleration—The practice of enabling students to progress through basic content at a more rapid rate than is normally planned. It includes such practices as grade skipping, honors classes, advanced placement, correspondence courses and early admission.

Achievement Test—An instrument designed to assess the outcomes of school instruction in specific content areas (reading, mathematics, science, etc.)

Advanced Placement—A program of college level courses and exams for high school students. The address for the western regional office governing AP courses in College Boards, Denver Office, Suite 600 4155 E. Jewell Avenue, Denver, CO 80222 phone (303) 759-1800.

Age Norms—Norms which indicate how a child at a given age performed on a specified test.

Alternate Form Reliability—The consistency between two different forms of the same test. A test is reliable if a student scores the same on Form A and Form B.

Appeals—The process whereby students may have their records reconsidered by a review committee in order to gain gifted/talented services.

Aptitude Test—An instrument designed to assess a person's potential performance in a certain content area. Because most skills tested are learned in school, aptitude tests are often considered to be achievement tests in reality.

Audition—An informal measure in which a person is rated on their actual performance before an audience.

CATT Team—(Cooperative Approach for Tapping Talent) (CATT) school-based team is composed of several faculty members and the principal.

Ceiling—The upper ability limit of a test, the highest score possible or the highest score at which a test is reliable and valid.

Ceiling Effect—The phenomenon that occurs when a test is too easy (i.e., does not have enough difficult items), and does not discriminate among students with high ability. A ceiling effect limits the usefulness of a test for assessing the abilities of gifted/talented students.

Checklist—An informal measure in which an observer (often ateacher or parent) indicates whether or not a student demonstrates certain behaviors or characteristics.

Cluster Grouping—Group placement of students with similar abilities within a regular classroom.

Cognitive Abilities Test—1)a class of measures of general intellectual ability, similar to intelligence tests; 2) a specific group measure (the CogAT) designed to assess general intellectual abilities. Example: Ross Test of Higher Cognitive Abilities.

Compacting—A procedure designed to tailor the curriculum to meet the individual child's needs. The major purposes of compacting are to 1) relieve gifted students of the boredom that often results from unchallenging work in the basic skill areas and 2) to give students time to pursue accelerated or enriched activities.

Composite Score—A combined or total score. It may be a total score for someone or all of the subscores in a measure.

Concurrent Validity—The degree of relationship between one instrument and another than presumably measures the same concept. (Example: The relationship between scores on the WISC-R and the Stanford-Binet Intelligence Scale.)

Construct Validity—The degree to which a test measures the actual concept (construct) it was designed to measure. (Example: The degree to which the Torrance Tests of Creative Thinking measure creativity.)

Content Validity—The degree to which a test assesses a specified domain. (Example: The degree to which a classroom test measures knowledge of covered material, without including other material.)

Convergent Thinking Skills—The ability to think in a convergent manner, i.e., to produce the one, correct answer to a question or problem.

Correlation—The degree of relationship between two variables.

Correlation Coefficient—A statistic indicates the degree of relationship between two variables. It is a number between -1.0 and 1.0 (inclusive). A 1.0 indicates a strong positive relationship between two variables; a -1.0 indicates a strong negative relationship. A correlation coefficient of 0.0 indicates that no relationship exists between the variables.

Creativity—A characteristic which relates to a person's ability to produce original, novel, and unique ideas or products.

Creativity Test—A measure designed to assess the ability of individuals to generate new or unique solutions to problems.

Criteria/Criterion Levels—The level or score which qualifies a student for nomination or selection for a program.

Criterion-Referenced Test—A test in which a student must answer a certain number of items correctly in order to "pass" the test and demonstrate mastery of the material. (Example: The written exam for the Idaho driver's license.)

Cultural Bias—The tendency of a person or instrument to lower the score of a student who is from a different cultural background than the majority population.

Culture-Fair/Culture-Free Test—A hypothetical ideal in which an instrument does not contain any cultural bias.

Cutoff Threshold—A method of data analysis in which a strict criterion level is established for formal test scores, and all students with scores below that level are not considered or accepted into a program.

Data Analysis—The process of combining data for each student on a student profile, which is then compared across students to form a basis for G/T services.

Divergent Thinking Skills—The ability to think in a divergent manner, i.e., to produce multiple solutions to a question or problem.

Early Entrance—Allows high school students an opportunity to earn college credit while still attending high school. Early entrance into kindergarten is prohibited in the State of Idaho.

Elaboration—A theoretical type of creativity; the ability to embellish upon previous material in order to produce something new or different.

Enrichment—Experiences or activities that are above or beyond the regular curriculum. Falling under the general term enrichment are such practices and offerings as special assignments, independent study, mini courses, etc.

Evaluation—The process of assessing the effectiveness and value of something.

Exceptional Children—In Idaho exceptional children are defined as: "children whose handicaps, or whose capabilities, are so great as to require special education or special services in order to develop to their fullest capacity. ...(Section 33-2002, Idaho Code).

Exit Procedures—Administrative procedures for dealing with students who more out of the school corporation or who wish to withdraw from a gifted/talented program.

"Eyeball" Method—A method of data analysis (student profile) in which the selection committee examines a chart of unweighted test scores and "eyeballs" the students with the top scores, without determining the composite scores or criterion levels.

Facilitator of Gifted and Talented—Refers to a professional staff member who provides services, resources, and learning assistance to gifted/talented students. A facilitator must hold a standard or advanced Idaho teaching certificate ~~in order to receive approval of 60% ancillary salary reimbursement.~~

Flexibility—A theorized type of creativity; the ability to perceive and utilize different perspectives in order to solve a problem.

Fluency—A theorized type of creativity; the ability to generate a large number of ideas or solutions.

Formal Instruments—Published, standardized measures that may be administered in a group or individual setting.

Formative Evaluation—The ongoing process of assessing the effectiveness and value of a process or program while it is in progress.

Future Problem-Solving—A national program during the school year in which teams of four students work on three practice problems prior to competing at a state competition. The program affords students the opportunity to gather information and refine their problem solving and communication skills.

Gifted/Talented Student—A child, including a preschool child, who requires services and educational experiences not ordinarily offered in the regular school curriculum to develop demonstrated or potential aptitude, leadership and creativity in the intellectual/academic or visual/performing arts areas.

Gifted and Talented Students—Is a Special Education category that refers to those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic and leadership areas, or ability in the performing or visual arts.

Gifted/Talented Program Services—Refers to those services, curricula, resources, or activities that are not ordinarily provided in the regular classroom. Such services are appropriate for those students identified as Gifted/Talented by the district. Required by Idaho Code 33-2003.

Gifted/Talented Placement Committee—Refers to Multiple Disciplinary Team composed of school personnel who screen referrals to determine if there is a need for a thorough comprehensive evaluation of the student for possible eligibility for the gifted program.

Grade-Equivalent Score—A test score that represents the average performance of students in a given month of the school year. (Example: A grade-equivalent score of 3.2 represents the typical performance of a national sample of students in the second month of third grade.)

Group Measure/Instrument—A paper and pencil measure that can be administered by untrained personnel to a large group of students at one time.

Highly Gifted Student—A student who has an IQ of 142 or more, manifests 90 to 100% of gifted/talented characteristics or functions at more than three and one-half grade levels above their age group.

IQ (Intelligence Quotient)—A standard score obtained from an intelligence test, theorized to represent a student's potential for learning. The average IQ score is 100 with a standard deviation of 16.

Identification—The process of nominating, selecting and placing students in a program that meets their educational needs. Required by Idaho Code 33-2003.

Individual Measure/Instrument—An assessment devise that must be administered by a trained examiner to a single student.

Informal Instrument—A nonstandardized instrument; may be either published or unpublished. Required by the 511 Rule.

Inservice—The process of providing technical training to staff members.

Instruments—Assessment devises, tests or measures; may be formal or informal, published or unpublished.

Intelligence/IQ Test—An instrument designed to assess general intellectual functioning and potential for learning.

Intellectually Gifted—An individual who has high abilities in a variety of areas. This person usually possesses an excellent memory and processes new, as well as large amounts of information easily, and will generally score at least two standard deviations above the norm on an intelligence test.

Intelligence Test—A test which purports to measure a student's potential to process information from their environment. This may also indicate the student's potential to perform academically. The test measures various skills such as reasoning ability, memory, patterning, interpreting spatial relationships, etc. An IQ (Intelligence Quotient) is a score derived from this test. A mean average IQ score would be 100, with 66 percent of the population having scores between 85 and 115. A group intelligence test usually has a multiple choice format and is completed with paper and pencil. Individual tests are administered by counselors specially trained for a given test and can involve one on one verbal replies as well as performance tasks.

Interest Inventory—An instrument designed to assess student interests.

Inter-Rater Reliability—The consistency of scores on a test when two or more people administer it or when more than one rater is used.

Interview—An informal means of assessment in which students (or their parents) meet to answer questions from a person or group for identification or evaluation purposes.

Leadership Gifted—An individual who possesses a set of skills, either natural or developed, which influence others.

Learning Disability—A significant discrepancy between a student's performance (usually measured by an achievement test) and potential (as measured by an individual intelligence test).

Learning Style Measure—An instrument designed to assess the approach to solving problems or cognitive tasks preferred by an individual.

Likert Scale—A scale used for making ratings; ratings are most commonly given 1-5 points, with 1 being "strongly disagree," 3 being "undecided" and 5 being "strongly agree."

Locally Constructed (Classroom) Test—A test designed by an individual teacher to assess student learning of material that was (or will be) presented in the classroom.

Matrix/Matrices—1)one of several methods for developing a composite index and comparing data across students for the purpose of selection for a program. 2)a specific method for developing a composite index and comparing data across students. See Appendix .

Mean—A statistic; the arithmetic average.

Median—A statistic; the middle score in a ranked distribution of scores, i.e., the 50th percentile.

Mentor—An individual willing to share his knowledge with another. Usually a special relationship develops as the mentor guides his student's progress.

Mode—A statistic; the most frequent score in a distribution of scores.

Multiple Criteria—Identification procedures which include multiple measures of student ability, especially procedures which include both formal and informal measures.

Multiple Criteria—The use of more than one source of information when selecting students for participation in programs for the gifted. The multiple criteria helps to overcome the limitations and bias of any one source of information and provides greater insight into the potential gifts and talents of individual students.

Nomination—1) the process of creating a "pool" of student candidates for a program. 2) an informal measure in which an observer indicates that they believe a student should be considered for a gifted/talented program. May be completed by teachers, parents, peers or the students themselves.

Nontraditional Assessment—Identification procedures which utilize instruments other than achievement or intelligence tests, especially those which use informal measures.

Normal Distribution/Standard Distribution/Normal Curve/Bell-Shaped Curve—A graph in which test scores are distributed in a symmetrical curve, roughly the shape of a bell. In a normal distribution, 66 percent of the population will have scores that fall within one standard deviation on either side of the mean score.

Normative/Standardization Sample—The sample of people who completed an instrument when it was being developed. Their scores form the norms for the instrument.

Norms—Standards that indicate how well an examinee performed on an instrument. The standards are formed by the scores of the normative sample or the first group who completed the test.

Norm-Referenced Test—Any instrument which assesses student performance relative to that of other students or norms. (Examples: intelligence tests, class ranking, most student grades.)

Notification—The process of informing parents and students about placement decisions.

Off-Level Testing—The process of administering a level of a test higher than that normally given based on chronological age.

Originality—A theoritized type of creativity, the ability to generate new, unique solutions to a problem.

Parent Nomination—Involves giving parents the opportunity to nominate their own child to participate in a gifted program.

Peer Nomination—A type of nomination procedure in which students are asked to name their peers who have certain characteristics or who exhibit certain behaviors. Also called sociogram. Involves giving students the opportunity to nominate classmates they believe qualify for a gifted program.

Percentile—A statistic; indicates relative standing in a group. (Example: a score at the 85th percentile is higher than 85 percent of all scores on the test.)

Placement—The process of deciding which students have a need for the G/T services and completing the administrative procedures to schedule delivery of said services. Required by Idaho Code 33-2003.

Pool—A collection of students who are candidates for selection for a gifted/talented program.

Portfolio—An informal measure in which multiple samples of student products (usually obtained over a period of time) are evaluated.

Predictive Validity—The degree to which a test can predict later performance. (Example: The degree to which the SAT can predict college grades.)

Pullout Classes—A method of serving students outside the classroom through special classes.

Rating Scale—An informal measure in which an observer (usually a teacher or parent) is asked to evaluate the degree to which a student demonstrated certain behaviors or characteristics. A checklist containing statements describing various behaviors. The person completing the scale indicates to what degree he/she has observed the behavior in the individual being evaluated. A point value is assigned to the responses.

Raw Score—The number of questions answered correctly (or, in some cases, incorrectly) on an instrument.

Reliability—The consistency of a measure; usually expressed as a correlation coefficient. (Example: the ability of a thermometer to give the same reading on the same person over and over.)

Removal Procedures—Administrative procedures for dealing with students whose needs are not met by the program.

Resources Room—A designated room reserved for special program activities.

Review—1) the process of examining the records of students who have made appeals or who have entered the school corporation during the school year. 2) the process of evaluating the effectiveness of the identification procedures and the accuracy of student placement.

Review Committee—The committee responsible for conducting reviews.

SOMPA (System of Multicultural Pluralistic Assessment)—A battery of instruments originally developed to identify mentally handicapped children. Use with the gifted population is limited to awarding "bonus points," based on a mathematical formula, to the WISC-R scores of black and Hispanic students.

Screening Committee—The committee responsible for identifying students to be nominated to the "pool" of candidates for a gifted/talented program.

Selection Committee—The committee responsible for conducting data analysis and making placement decisions.

Self-Concept Measure—An instrument designed to assess the self-concept or self-esteem of an individual.

Sociogram—A type of nomination procedure in which students are asked to name their peers who have certain characteristics or who exhibit certain behaviors. Also called peer nomination.

Split-Half Reliability—The consistency of items within a test. (Example: odd-numbered items should be equally as difficult as even-numbered items.)

Standard Deviation—A statistic; indicates how scores are spread out around the average score. The more the scores cluster around the average, the smaller the standard deviation. Districts may choose a standard deviation between 15 to 20 percentiles to identify the top 2-5% of the district's population.

Standard Error of Measurement—A statistic, indicates the accuracy of a test. The smaller the standard error, the more accurate the test. (Example: a political survey might be accurate within 3 percent.)

Standard Score—A derived score used to represent an examinee's performance. A generic term for several derived scores, such as T-scores, Z-scores, IQs and stanines.

Standardization Sample—The sample of people who completed a formal instrument when it was being developed. Their scores form the norms for the instrument.

Standardized Test—A measure which has a) prescribed instructions to the examinee; b) scoring based on a set of predetermined rules; and c) norms to which individual scores are compared.

Stanine—A standard score ranging from a low of 1 to a high of 9. The mean is 5, and the standard deviation is 2. All students at the 96th percentile or higher receive a stanine score of 9.

Structure of Intellect (SOI)—1)Guilford's theory in which human intelligence is thought to be composed of 120 separate abilities. 2) a formal instrument designed to measure the 120 theorized abilities.

Student Product—A sample of actual student work or performance.

Student Profile—1) a means of data analysis. Several variations are possible, the most common is to enter a student's scores on a chart and compare them to the selection criterion. 2) a form on which test scores for a student are entered and compared with those of other students.

Summative Evaluation—The process of assessing the merits of a process or program which is already in place or completed.

T-Score—1) a standard score which has a mean of 50 and a standard deviation of 10. 2) a method of data analysis in which student scores are converted into T-Scores, weighted and combined into a composite index which is compared across students.

Teacher Rating—The opinion given by teachers on rating scales or checklists of student behaviors or characteristics.

Test-Retest Reliability—The consistency of a test over time. Assessed by giving one person or group the same test on several different occasions and comparing the scores.

Traditional Assessment—Identification procedures which utilize formal instruments only, especially those which utilize intelligence or achievement tests.

Underachiever—A student who demonstrates a discrepancy between performance and potential.

Unpublished Informal Instrument—A nonstandardized measure which has not been published.

Validity—The degree to which a test actually measures what it is used to measure. (Example: a thermometer is valid for measuring temperature, but not for measuring intelligence.)

Z-Score—A standard score which has a mean of 0 and a standard deviation of 1.

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